DOCUMENT RESUME

ED 282 842 SP 028 851

AUTHOR	Marshall, John D.; And Others
TITLE	A Longitudinal Study of a Demonstration Project Related to the Recruitment, Preparation and Retention of Highly Qualified Persons for the Teaching Profession: The Brackenridge Interns--The Second Year.
PUB DATE	Jun 87
NOTE	190p.; For the first year study, see ED 272 454.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Academic Education; College School Cooperation; Elementary Secondary Education; Higher Education; *Internship Programs; *Preservice Teacher Education; Program Evaluation; *Student Attitudes
IDENTIFIERS	*Brackenridge Interns in Teaching; Trinity University TX

ABSTRACT

The Brackenridge Interns in Teaching (BIT) program was implemented at Trinity University (Texas) in 1984. The program consists of three components: (1) the academic curriculum of Trinity University; (2) a variety of practicum experiences in selected Bexar County public schools; and (3) a comprehensive community education program. The academic curriculum features arts and letters, the humanities, the behavioral sciences, the natural sciences, and mathematics. Practicum experiences in the county schools involve observation of classes at levels from K-12 in different types of schools. The community awareness program exposes students to community problems and provides opportunities to work with community leaders. After the BIT program, the interns will teach in the county schools for at least two years. During this period, they will work with Trinity faculty and public school personnel. There are currently 17 participants in the BIT program. This report presents an overview of the second year of the program. Analyses are presented of data sets on: (1) interns' end-of-year survey and questionnaire responses; (2) interns' mid-year, individual telephone interviews and journal entries; (3) cohorts' standardized instrument results as they compared to similar data obtained from interns; and (4) videotape data of interns' end-of-year, small group discussions and large group discussion of the first year report. Twenty appendices contain the data upon which the analyses were based. (JD)

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A Longitudinal Study of a Demonstration Project Related to the Recruitment, Preparation and Retention of Highly Qualified Persons for the Teaching Profession:
The Brackenridge Interns -- The Second Year

ED282842

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June, 1987

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ACKNOWLEDGEMENTS

We wish to thank those in the Department of Education at Trinity University who have assisted us with our work to date. Special thanks go to the 28 Trinity University students who took part in this second year research effort. For her careful and critical review of this report, we thank Tara L. Fulton of Loyola University, Chicago, Illinois. Finally, we wish to acknowledge the patience and support we continue to receive from Pat, Anthony, Bob, and Tara.

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INTRODUCTION

General Introduction

Several years have passed since *A Nation at Risk* was hurled like a stone into the waters of the education profession, yet its ripples continue to spread. Most recent in the enlarging concentric pattern of disturbances are the teacher education reform agendas proposed by the Holmes and Carnegie groups (Holmes Group . . ., 1986; Carnegie Task Force . . ., 1986). Their eminence alone may do much in the way of keeping at least the spirit of reform alive in many of our teacher education institutions.

Such, too, was the hope of the National Commission on Excellence in Teacher Education (NCETE), created in 1983 and charged with examining and making recommendations to improve the state of teacher education. The extent to which its call (National Commission . . ., 1985) has revitalized current teacher education programs is difficult to assess. For so many reasons, visions die slowly on the road to practical implementation.

One of those who testified before the NCETE was John H. Moore, Professor of Education and Chairperson, Department of Education, Trinity University, San Antonio, TX ("Testimony presented . . .," 1984). In his address, Professor Moore emphasized the need to devise a teacher education program that would successfully recruit, train, and retain "high-ability" people for careers in teaching. His testimony, a sketchy vision of an innovative approach to teacher training, was no less compelling than many of those offered by the small army of contributors to NCETE's data pool. What set Moore's vision apart from the rest was that his idea for improving the quality of teacher education and the teaching profession was about to become a reality: The Brackenridge Internship in Teaching Program.

Overview of the Brackenridge Internship in Teaching Program

With financial assistance from San Antonio's George W. Brackenridge Foundation, a unique teacher training demonstration project was begun at Trinity University (TU) in the fall of 1984. Under the tutelage of Moore, the program was designed to become a viable curricular model for improving teacher preparation. During the next six years, the program will test strategies for effectively recruiting, training and retaining highly-qualified high school graduates for the teaching profession.

Fourteen women and three men were selected to participate in The Brackenridge Internship in Teaching (BIT) Program. As Brackenridge interns, these young people progress through the "normal" academic curriculum at TU and, in addition, benefit from a BIT-specific curriculum.

The BIT project will run for a period of six years and is most easily understood as taking place in three successive stages or phases. Given its emergent nature, strict identification of all of its unique features is difficult. In general, however, the program can be described as follows:

Phase I: Pre-professional entry (Acclimation). During the first two years at TU, interns meet frequently as a group, attend special seminars and education-related functions, and participate in a number of practicum experiences in surrounding schools. They are assigned a "mentor" (a graduate student) who serves to make their entry into college life and their responsibilities as Brackenridge Interns less overwhelming. (Note: For an elaboration of this curriculum, see Sears, Moyer, & Marshall, 1986. For a report of findings related to Phase I, see Marshall, Sears, Fulton, & Otis-Wilborn, 1987.)

Phase II: Professional training (Specialization). This is the period during which each intern pursues specific coursework toward her or his chosen teaching field. Like most schools, TU has different programs of professional study for elementary and secondary education. Precisely how the BIT-related curriculum might remain unique from the "regular" TU teacher education curricula during this period (years 3 & 4) remains to be seen.

Phase III: Professional entry (Professionalization). After graduation, interns will serve a two-year apprenticeship as classroom teachers. While no procedural details are available at present, the interns will maintain close working relationships among themselves and between them and TU's Department of Education.

Recently, TU's leadership in training teachers was acknowledged by the National Broadcasting System (NBC) during a series of evening network news reports about teaching. Much of the credit for this recognition is attributable to those who are part of the BIT program and who have done much to share their story with interested others. The BIT project has been discussed on CBS television's "Good Morning, America" and described in a wide array of publications, including *Newsweek* ("Why teachers...," 1984), *American Teacher* ("A boost...," 1984), *The Christian Science Monitor* (LaFranchi, 1985), and *The Chronicle of Higher Education* (Ingalis, 1984). From a scholar's perspective, however, what makes this experiment in teacher education reform truly exciting and different is that it is the subject of an independent, longitudinal evaluation.

Overview of the Research Design

The research design is outlined on pages 6-9 of the study's first-year report (Sears, Moyer & Marshall, 1986) and has been explained more carefully and discussed elsewhere (Sears, Marshall, Moyer & Otis-Wilborn, 1986). The overview presented here, therefore, will be brief.

The study is designed to parallel the six years of the BIT program. Its purpose is to *independently* document the program's strengths and weaknesses through the systematic gathering of qualitative and quantitative data. Given its ethnographic nature, data-gathering tools include but are not limited to field notes, permanent audio and video recordings, formal and informal interviews, and participant observations. Additionally, several standardized instruments are employed.

Parallel to the BIT program, the study unfolds in three phases:

1984-1986: Pre-professional entry. During this first phase, periodic audiotaped interviews were conducted with the interns, the parents, and TU staff and faculty. Several instruments related to career maturity/interests and value orientation were administered. These same instruments will be re-administered periodically throughout the study. Interns maintained confidential journals regarding life and school experiences as Brackenridge Interns. Non-participant observations were conducted during several BIT gatherings.

This information provided researchers with 1) tacit understandings of what it was like to be a Brackenridge Intern, 2) a common ground of experience from which to conduct interviews, 3) opportunities for new issues to emerge, and 4) structural corroboration of data. Grounded upon these data, an instrument was designed to quantitatively guage their perceptions of the BIT program and the general education program. During any subsequent phases, an exit interview will be conducted with any intern who elects to leave the program. This report represents the second year of the pre-professional entry phase.

1986-1988: Professional training. During the program's second phase (now in progress), a randomly selected cohort group (N=11) of Trinity students who are involved in the "regular" teacher training program has been identified. This group, identified as the Trinity University Cohort (TUC) group, has completed the same standardized instruments administered to the interns. Like the interns, members of the TUC group are interviewed regularly and asked to share any information in the form of journals, papers, projects, etc. that may be produced in conjunction with their pre-service teaching coursework. Grounded upon these data, an instrument designed to quantitatively guage the Trinity education students' perceptions of their general education program was developed and administered. Individual and small group interviews provide a contextual base for interpreting all survey and instrument data.

The primary focus of inquiry, however, continues to be the Brackenridge Interns. Observations and reports of their practicum experiences,professional coursework, and community awareness activities continue during this period, as do individual and small group interviews. Additional interview data are/will be collected from TU faculty members, public school professionals, and community workers involved with the interns' training.

1988-1990: Professional induction. During Phase III, the interns' first two years of public school teaching will be carefully monitored through 1) on-site observations, 2) interviews with a purposive sample of school administrators, faculty, and students, 3) interviews with the interns, and 4) administration of additional survey instruments. The TUC group will undergo similar study.

Members of the research team meet at the research site at least one week during each academic semester for planning and data collection purposes. At the conclusion of each academic year, all data are divided among the researchers. These data are analyzed by each researcher prior to the team's data analysis meeting held during the summer. From this meeting, a set of working hypotheses are generated These hypotheses become the grounding for each member's subsequent analysis of her or his data set. Combined individual analyses become a working draft of a year-end report. This draft is critiqued by the researchers and shared, in a large group meeting, with the Brackenridge interns. Problems and issues are discussed with the interns, the draft report is refined, and an introduction and interpretive essay are added. This final product becomes an end-of-year report.

Data generated from this study and contained in its annual reports and elsewhere (see, for example, Otis-Wilborn, 1987) can be formatively useful to the BIT program's administrator and participants. Additionally, the data offer insights into areas such as career maturity, commitment to teaching, and the socialization process of teacher preparation. Finally, the collected works are expected to provide interested readers with a thoroughly documented story of an experimental professional program for the introduction, training and induction of a carefully-selected group of individuals into the teaching profession.

Overview of the Second Year Research Procedures

Preliminary decisions regarding the research project's second-year procedures were finalized during the team's 1985 summer gathering. Further adjustments and/or changes in procedures took place as the 1985-1986 academic year progressed. In every case, procedural decisions were arrived at through concensus.

In keeping with the overall design decisions made prior to the project's outset (see Sears, Marshall, Otis-Wilborn, & Moyer, 1986, Appendix B), parents were not interviewed nor were standardized data collected during year two. However, many of the procedures followed during year two remained similar to those of year one. For example, 1) efforts were made to observe the interns in formal BIT-related gatherings, 2) interview data were collected from the interns at two points during the academic year (coincidental with academic semesters), and 3) the BIT director and the interns' "mentor" were interviewed.

Several second-year changes in the research procedure are worthy of note. The first of these involved an adjustment in the approach to obtaining interns' personal journals. The researchers found considerable inconsistency among the seventeen interns in both the keeping of journals throughout year one (several did not) and the substance of those journals submitted. In an attempt to address these concerns, each researcher was given the responsibility of personally communicating with five or six specific interns throughout the second year. Interns were sent small booklets to use as journals and self-addressed, stamped envelopes in which to return their journals to the researchers. At that time, additional booklets were sent to the interns along with the researcher's supportive and personal comments and remarks encouraging the interns to continue writing. By keeping in regular and personal touch with the interns through telephone calls, letters and post cards, the researchers expected to collect considerably more journal data. The pressures of the interns' personal schedules and academic responsibilities prevailed, however, and these data were not substantially greater than journal data gathered from year one.

A second set of procedural changes related to the nature, style, and setting of intern interviews. The first year, each intern underwent two individual interviews at TU (one as they entered and another as they finished the 1984-1985 academic year). Each of these interviews employed a structured protocol. All interns were also interviewed twice the second year. One individual interview was conducted shortly after the end of the first semester. Instead of a structured protocol, the research team determined broad areas of importance (e.g., practicum experiences and sense of group identity). These served as a working outline for the unstructured telephone interviews. Each telephone interview took shape and direction according to the responses of the intern being interviewed. Each researcher interviewed those five or six interns he had been communicating with *vis a vis* their journals (see above). These taped interviews were transcribed and analyzed as a discreet data set.

In place of individual interviews at year's end (late spring, 1986), interns participated in loosely-organized small group discussions. The decision to work within this structure was based, in large part, on the existence of small sub-groups or cliques within the larger intern group. As expected, the interns scheduled these small group meetings as sub-groups. Because they were in the company of their closest friends, these small-group interviews generated somewhat different perspectives.

Related to the decision to use small group exit interviews in year two was the decision to employ videotaping, in place of audiotaping, for these gatherings. Previously, visual/environmental impressionistic data were noted by the interviewers during audio-taping but with little consistency and limited skill. Videotaping captures these impressionistic data and provides the opportunity for systematic analysis. The collection of four small group, videotaped sessions was subsequently treated as a discreet set of data.

During the end-of-year site visit, each intern also completed a survey instrument -- the third procedural difference in year two. This instrument was developed from the collective data gathered throughout the first 1 $^{1/2}$ years of the BIT research project. This instrument focused on each intern's perceptions of a variety of subjects ranging from commitment to teaching to evaluation of other interns. The set of these survey responses was later treated as an individual set of data.

A fourth procedural change was the inclusion, in year two, of a large group gathering which was also videotaped. At this time, the first year report was discussed among the interns and the researchers. Insights gained from this meeting became data for subsequent analyses. In addition, this session required the interns to intellectually reflect upon present and immediate past situations, events, and actions. The benefits of using research as praxis has been elaborated upon (Lather, 1986). The praxiological component of this research study have been acknowledged and defended from the perspectives of research methodology (Sears, Marshall, Otis-Wilborn, & Moyer, 1986) and teacher education reform (Marshall, Sears, Fulton, & Otis-Wilborn, 1987).

Two rather significant changes took place in the late spring of 1986. First, approximately twenty-five TU students indicated an interest in obtaining teacher certification by attending the first in a sequence of "education courses" and applying for admission into the teacher education program. Eleven of these students agreed to participate in this research study. Based upon the expert judgement of a knowledgeable, senior faculty member, these eleven were deemed representative of the the group of twenty-five and became the cohort group (TUC) for the Brackenridge Interns.

Members of this TUC group completed the set of standardized instruments given earlier to the interns. In addition, each member completed a survey focusing on their perceptions of the TU education program. (Note: This instrument was comparable to the BIT survey described above.) Finally, each TUC member took part in an individual, structured interview.

Together, these data are used for comparative purposes and for the purpose of assessing future changes within the TUC group as its members progress through TU and into the teaching field. The TUC group measurements were taken at the same career decisionmaking point as the BIT group two years earlier.

A second significant change occurred within the research team itself. Philip C. Moyer, the member who worked in TU's Department of Education (but had no formal involvement with the BIT endeavor) left Trinity in the spring of 1986, and Amy Otis-Wilborn, entering her third year as a member of the same department, joined the project. (Note: Dr. Moyer remained with the research team during a three-month transition period.) Dr. Otis-Wilborn brings to the project a strong background in quantitative measurement and data analysis and a keen interest in teacher education. Her strengths have added much to the research team's commitment to theoretical and methodological diversity.

Following the collection of second year data, members of the research team met for five days during the summer of 1986 to discuss the collective data. Each arrived with preliminary analyses of one of the following data sets:

1. Interns' end-of-year survey and questionnaire responses.
2. Interns' mid-year, individual telephone interviews and journal entries.
3. Cohorts' standardized instrument results as they compared to similar data obtained from interns.
4. Videotape data of interns' end-of-year, small group discussions and large group discussion of the first year report.

During these meetings, preliminary analyses and tentative hypotheses were discussed. Following these discussions, working hypotheses were generated (see Appendix A). Each researcher returned home to conduct a more thorough analysis of her/his data *vis a vis* these working hypotheses.

As these data were analyzed and reanalyzed, an analytical construct was developed to better understand the changing perceptions of the Brackenridge Interns. Central to this construct is the interns' "orientation to teaching" and "orientation to the BIT program." Through the purposive use of multiple forms of collected data, the Teaching Orientation/Program Orientation (TOPO) grid was developed to depict interns' degree of commitment on each of its dimensions. This construct, detailed in a later section of this report, represents a three-dimensional picture of intern change which is qualitatively superior to the two-dimensional representation of intern change used in the first year report (Sears, Moyer, & Marshall, 1986).

The sections which follow represent both the stylistic individuality of each researcher as well as their collective ideas as they worked through the procedural structures discussed above. This report stands as an independent set of data which tell the story of year two of the Brackenridge Interns. Together with the report from year one, the two works provide an evaluative chronicle of the first phase, or acclimation period, of the Brackenridge Internship in Teaching program.

PRESENTATION OF DATA

Standard Instruments

Introduction

Several standardized tests, including the Survey of Interpersonal and Personal Values (Gordon, 1976) and Career Maturity Inventory (Crites, 1978), were administered to the TUC group. Additionally, students in the BIT and TUC groups completed two non-standardized instruments, one an open-ended questionnaire and the other an attitude survey. Results for the TUC group on standardized instruments are reviewed here and compared with scores of the BIT group (see Sears, Moyer, & Marshall, 1986). Next, instrument development and results of the attitude survey for both groups are presented. Finally, similarities and differences within and between groups are discussed.

Survey of Interpersonal Values

Description

The Survey of Interpersonal Values is designed to measure selected values that are relevant to relationships with other people. Values measured by the instrument are *support*, *conformity*, *recognition*, *independence*, *benevolence*, and *leadership*.

Results

Raw scores, percentiles, and standard deviations for the TUC group are found in Table 1. Scores were highest for support and benevolence and lowest for conformity. When compared with raw scores of samples of male high school teachers and female teachers (Gordon, 1976), the difference in the need for conformity was substantial. This suggested that the need for adhering to social norms and following regulations was not as high for the TUC group as a whole. In addition, the TUC males indicated a lower need for independence, (i.e., the freedom to make decisions or have their own way) than the TUC females or either of the two teacher norm groups mentioned above.

Insert Table 1

Comparison of BIT and TUC Groups

Overall, the groups placed similar importance on many of the interpersonal values (see comparative rank order in Table 2). There were, however, differences between the groups on their need for support (i.e., encouragement from others) and conformity (i.e., following prescribed social norms). The TUC group valued conformity significantly less than the BIT group (MW-U [26] = 40.5, p<.01). When raw scores were converted to percentile ranks based on male and female college students and assigned to categories from very low to very high, the difference was manifested in the low and very low (BIT, 29%; TUC, 90%) and average categories (BIT, 59%; TUC, 9%); conformity generally was not highly valued by either group. On the other hand, the BIT group valued support significantly less than the TUC group (MW-U [26] = 139.0, p<.01) and the range of variability was broader, from low and very low (BIT, 71%; TUC, 18%) to high and very high (BIT, 60%; TUC, 55%). The most notable similarity between the groups was their need for benevolence, or helping others (see Appendix B). This parallels the importance placed on benevolence by the male and female teacher samples reported in Gordon (1976).

Insert Table 2

Although there was diversity within each of the groups, more was evident within the BIT group. For most values, individual BIT student percentile scores fell across the entire spectrum from very low to very high. Individual percentile scores of the TUC group tended to be skewed to one end of the continuum or the other.

Examination of differences within and between the groups by gender illustrated that the TUC males were the major source of the within group variance (see Appendix C). The TUC males were distinguishable from the BIT males because of their measured need for more support, less conformity, and less independence. TUC females' scores, on the other hand, were similar to the BIT females and the group as a whole.

Summary

Differences between the groups were greatest in the need for support (more for TUC group) and conformity (more for the BIT group). These differences were also evident when gender comparisons were made.. The measured value systems of the TUC and BIT males, however, differed on many of the scales. This suggests that the males contributed heavily to the differences found between BIT and TUC groups as a whole.

The differences within each of the groups also was apparent, and, in fact, was the most relevant finding. Both groups' need for benevolence was characteristic of individuals in professions, such as teaching, that work with and help others. This was a tangible parallel that tied the BIT and TUC groups to the samples of teachers reported by Gordon. Based on the importance attributed to these interpersonal values, the subjects of this study, for the most part, appear to be well matched to teaching as a career.

Survey of Personal Values

Description

The values measured by the Survey of Personal Values include *practical mindedness*, *achievement*, *variety*, *decisiveness*, *orderliness*, and *goal orientation*. The scales are designed to measure values of personal importance that may have a bearing on the way one functions and makes decisions on a daily basis.

Results

For the TUC group, goal orientation, achievement, and decisiveness were the highest measured values; practical mindedness was the lowest. The major difference between males and females in the TUC group was the need for variety (i.e., to do things that are new, different, and challenging). Table 3 details the means, raw scores, standard deviations, and percentile rankings derived from a norm group of male and female college students.

Insert Table 3

Differences between the TUC males and a sample of 16 male high school teachers were on values of practical mindedness, variety, and goal orientation. TUC males valued having clearly defined goals toward which to work more, and being practical and having a variety of experiences less than the male teachers in the sample. The TUC female group placed a higher value on achievement and, like the TUC males, less value on variety than a sample of female teachers.

Comparison of TUC and BIT Groups

The similarity of the TUC and BIT groups on the values scales are illustrated in Appendix D and in Table 4. These show the comparative rank order of values for each group. Although the groups differed most on their need for variety, the difference was not significant. It is important to note, however, that the BIT group differs substantially not only from the TUC group, but also from both samples of teachers on variety (see Appendix D). The source of the difference was, again, the BIT male group (see Appendix E). Based on derived percentile scores, variety was at the second percentile -- a very low need.

Insert Table 4

As with the Interpersonal Values Survey, there was variability within both groups, particularly within the BIT group. Although a majority of BIT interns measured all six values, according to percentile rankings, as low, average, or high needs, there were outliers (17% in BIT and 12% in TUC) who ranked values as very high and very low.

Summary

Once again, greater diversity within the groups as opposed to between the groups was most apparent. The need for a variety of experiences distinguished the groups (less for BIT). This also distinguished both groups from the sample of male and female teachers whose need for variety was higher. Overall, both groups need challenging, significant activities that are well defined and planned.

The Self Directed Search

Description

The Self Directed Search (SDS) was administered to provide information on career opportunities based on self-assessed interests and skills. Results are reported in the form of a three-letter screening code which is keyed to specific occupations. The screening code is made up of letters which reflect personality types including realistic, investigative, artistic, social, enterprising, and conventional. SAE, SAI, SEC, and SER are codes that correspond to teaching occupations. In addition, a list of occupational daydreams (i.e., careers that one recently has considered) is generated for comparison with screening codes.

Occupational Daydreams

Not surprisingly, every student in the TUC group listed teaching as one of the two most recent careers they had considered. Most listed teaching as the most recent occupation considered. At the time the SDS was administered, students had completed the admissions process to the Department of Education and were enrolled in two education courses. Certainly, this reinforced teaching as the primary career choice.

Screening Code

The TUC group generated a list of 23 different three-letter codes. In many cases, scores that identified subjects' priority code were tied -- creating two or three codes for one student. Of the 23 codes, eleven matched the teaching codes exactly and 16 were some combination of the letters (see Table 5). This accounted for 27% of the codes leaving 73% which corresponded to occupations other than teaching.

Insert Table 5

The code classifications most relevant to teaching are the 'S' (social),' A' (artistic), and 'E' (enterprising). Fifty-three percent of the TUC group had an 'S' as their first code and 63% included an 'S' in any of the three positions. SE and SA code combinations were included in 37% and 27% of the sample, respectively. It appears that, although the TUC group listed teaching as the prominent career option, their self-assessment of interests and skills indicated a variety of other career considerations.

Comparison of TUC and BIT Groups

Results of the SDS completed by BIT students in the fall of 1984 reflected a more restricted assessment of occupational considerations than those of the TUC group. Fifty-seven percent generated a three letter code that matched one or more of the teaching codes and 96% included an S in the first, second, or third code. SA and SE combinations were also more prevalent (see Appendix F).

Summary

Although the SDS was administered at approximately the same juncture in career decision making for both the TUC and BIT groups, variations in self-assessed career options were more diverse for the TUC group. This factor may be the result of the two years the TUC group spent investigating possible career options prior to deciding on teaching. Conversely, the BIT group devoted its two years to investigating the teaching profession.

Career Maturity Inventory

Description

The Career Maturity Inventory was designed to measure an individual's ability to make career decisions. Two scales, Attitude (to identify problems affecting career choice) and Competence (to measure planning skills and knowledge of occupations) follow the Crites (1967) model of career maturity. Recently, however, the existence of the construct of "career maturity" has been called into question (Westerbrook, 1981) along with the validity of the Career Maturity Inventory. Data are interpreted in this report with these criticisms in mind.

Results

Raw scores and percentile ranks (based on a sample of male and female college students) for the total TUC group (males and females) are presented in Tables 6 and 7. On the Attitude Scale, a composite of five subtests, only one TUC member (male) scored below the 25th percentile. The 25th percentile is the cut off point between "mature" and "immature" career decision makers (Crites, 1967). On the five subtests, the highest score was for involvement (82nd percentile) and the lowest was independence (38th percentile). Three TUC subjects were below the 25th percentile on any of the five subtests. Males were substantially lower than females on the attitude composite, decision making, orientation, and compromise: three out of the five subtests.

Insert Tables 6 & 7

To measure competence related to career decision making, five subtests were used. The TUC subjects, as a whole, scored above the 58th percentile on all of the subtests with males and females scoring similarly.

Comparison of TUC and BIT Groups

Based on raw scores, the BIT and TUC groups scored almost identically on all five subtests of the Attitude Scale (see Appendices G-I). The most notable characteristic for both groups was on the independence subtest. Both groups had individuals who scored below the 25th percentile, females with more frequency (BIT=5 with 1 male, 4 females; TUC=3 with 1 male, 2 females).

Scores on the competence subtests varied more between the groups than on the attitude scale with the TUC group scoring higher on all but goal orientation (only .40 point difference). Significant differences, however, were measured on the planning subtest in favor of the TUC group. This suggests that TUC students had greater knowledge related to the planning of their careers. In large part, this could be due to the fact that the TUC group had two additional years in which to make the decision to pursue teaching as a career.

Summary

The results of the Career Maturity Inventory may be most useful for describing the two groups on certain charactistics related to career decisionmaking as opposed to assessing career maturity. There were three notable characteristics. One was the similarity of scores on most subtests for the TUC and BIT groups across the attitude and competence scales. Again, this suggests that the two groups are more alike than different. Second, similarly low scores emerged on the independence subtest of the attitude scale. This suggests that BIT and TUC members, particularly females, were influenced by others in their decisions to pursue teaching as a career. Parents, friends, or teachers could have played a major role in influencing students' choices. Third, the significant difference between the scores on occupational planning skills also has implications for career decisionmaking. The BIT group members' decisions to enter the teaching profession were made in the latter half of their senior year in high school. For the most part, their academic schedule and first two years in the job market are planned for them. The TUC group members, on the other hand, have used their freshman and sophomore years at TU to investigate and plan their own careers.

Based on the results of the CMI, the students in each group (BIT and TUC) approached the selection of teaching as a career from a knowledgeable perspective. The groups, however, made their decisions at different points in time and were influenced by different motivational factors.

Attitude Survey

Instrument Development

The BIT and TUC groups completed a survey instrument that measured attitudes toward aspects of the total *educational program* and attitudes toward *teaching* as a profession and career choice (see Appendix J). The survey items were developed from intern comments during interviews conducted in the first year of this project (see Sears, Moyer, & Marshall, 1986).

Four sub-areas, (a) teacher *training program*, (b) *school* (Trinity University in this case), (c) *peers* (in the teacher training program), and (d) teacher training program *faculty* (specifically the Chairperson of the Education Department), were included in the portion of the survey measuring attitudes toward the educational program. Reliability for item classification was established, through inter-judge agreement (# of agreements/# of disagreements X100), to be between 96% and 100% for three independent judges.

Responses for survey items, in the form of attitude statements, were on a Likert-type scale. Items for the educational program and teaching portions were arranged in random order. No distinction was made between the two portions of the survey, educational program and teaching.

Analysis

Frequencies and proportions were calculated for each portion and sub-area of the survey across each of the Likert points for the BIT and TUC groups. Examination of graphed comparisons of the proportions then dictated further tests for significance between the groups. Finally, relationships between the two portions of the survey were tested.

Results

Frequencies and proportions for Likert categories are presented for each group in Tables 8 and 9. Additionally, the patterns of responses are reflected in Appendices K & L. Generally, a stable response pattern for both groups is evident (from highest to lowest -- SA, A, NO, D, and

SD). Areas where SA was the highest rated response category were *faculty* and *teaching* for both groups.

Insert Tables 8 & 9

The BIT group used the SD and D categories more often that the TUC group for items in the sub-areas of the educational program portion. This was expected because the TUC group had just entered the introductory education classes in the teacher training program and had only preliminary contact with the education department.

A Mann-Whitney U test for independent groups was run between the two groups on the teaching and educational program portions of the survey. Attitudes toward teaching were significantly higher for the BIT group (.001 significance level for a two-tailed test). Differences in attitudes toward the educational program were not significantly different between the groups.

The relationship between attitudes toward teaching and the entire educational program was examined using the Spearman's Rank Order Correlation Coefficient. A correlation of .82 was measured for the BIT group and -.04 for the TUC group. This, too, was expected because of the cohorts' minimal experience in the teacher training program to this point.

Discussion

Attitudes About the Program

The majority of responses from both groups was positive. Ratings in the SD and D categories might have been dependent upon the experience of each group with elements of each sub-area that evaluated the educational program, faculty, peers, and Trinity University. For example, the TUC members were more likely to mark D for items related to faculty and school (TU). Their experience with the training program and professional peers was limited because they were just admitted to the educational program. On the other hand, BIT members expressed more negative opinions about the training program and their professional peers. Again, this group has had two years in the BIT program from which to draw information and form attitudes. BIT opinions about the staff and school were more positive than those of the TUC. When all of the sub-areas were combined into a measure of the total educational program, there was no significant difference.

If experience is any indicator of more critical attitudes, changes in the TUC group's evaluation of the training program and their professional peers might be expected in the next year. The TUC group, in the next year, will have the opportunity to become intimately familiar with all aspects of the Teacher Training program. The BIT group, on the other hand, will be thrust into a larger context of peers, faculty, and program aspects. A change in the context also may cause a shift in these students' attitudes toward their training program.

Attitudes About Teaching

Clearly, the most interesting attitudinal difference between the groups was in teaching as a profession and career choice. The BIT group reflected a significantly more positive attitude than the TUC group. This difference could be attributed to the differences in experience. The BIT group has been introduced to the practice of teaching through classroom practicum experiences and observations and to the professional aspects of teaching through attendance and involvement in presentations to local and national educational groups as well as the general public. The BIT group also attended seminars during the first two years that specifically addressed professional aspects of teaching. Their recurring need to defend the decision to become a teacher (Sears, Moyer, & Marshall, 1986) may also have enhanced their loyalty to the profession and their choice of teaching as a career.

Relationship Between Attitudes About Program and Teaching

The educational program measure serves, in effect, as a program evaluation -- the BIT program for BIT students and the regular teacher education training program for the TUC students. The positive correlation between attitudes toward the educational program and attitudes toward teaching may be attributed to many variables, one being the special treatment that BIT students have received as a part of the BIT program. Following the pattern of attitudes of both groups as they enter the same educational program may help to illuminate this relationship.

Summary

Quantitative data were collected using paper and pencil instruments to assess the personal and interpersonal values, aspects of career decision making, self-assessed skills and interests, and relevant attitudes of Brackenridge Interns and Trinity University Cohorts. The results provide an illustration of similarities as well as differences between and within groups.

For the most part, the interns and cohorts agreed on what were the most and least important personal and interpersonal values. Personal values of goal orientation, achievement, and decisiveness and interpersonal values of benevolence, support, leadership, and independence were identified as most important. The BIT group, however, valued support (i.e., need for supportive network) significantly less than the TUC group. Interestingly, the values of both groups, in most ways, were characteristic of individuals in the teaching profession.

The groups also agreed upon what they valued least: conformity (i.e., the need to adhere to rules and expectations of others) and recognition (i.e., need to be recognized or given attention). The TUC group, however, indicated a significantly lower need to conform. Within the prevailing socio-economic peer atmosphere these students are preparing to enter (best characterized, perhaps, by the euphemism "Yuppie"), choosing teaching as a career may require that an individual be somewhat of a nonconformist!

Students' competence and knowledge regarding career decision making were assessed using a variety of instruments. Information gleaned from interest inventories indicated that, although the TUC group consistently identified teaching as the occupation they thought about the most, their assessment of skills and interests did not indicate teaching as their best occupational fit. The opposite was true for the BIT group. This inconsistency may be explained by the fact that the BIT group had two years to assess their skills and interests relating to the teaching profession.

Both groups showed strong goal orientation and abilities in the area of career planning. The TUC group, however, scored significantly higher in this aspect. The TUC group, too, had a better sense of other kinds of jobs and their own abilities. This, again, may have been the result of two years at the university during which these students actively examined other career options prior to selecting teaching.

Attitudes toward Trinity University including the campus, the education faculty, and the education program were very positive for the interns and their cohorts. Their attitudes about teaching as a career choice, however, differed. The interns indicated a significantly more positive attitude toward teaching as a profession and a career choice. One might conclude that the BIT group is more committed to teaching at this point in their training. Their commitment, however, may be due to the added information and experiences provided them through seminars and activities. It is important, therefore, to monitor the interns' commitment in their last year of teacher training and in their first two years of teaching. Additionally, conducting longitudinal comparisons between the BIT and TUC group should prove fruitful.

Questionnaires

Introduction

In the late spring of 1986 both the BIT and TUC groups were asked to complete questionnaires. Like the attitude survey discussed above, these instruments were designed, in large part, from data gathered during year one of the research study. With the exception of several items of a sociometric nature (included only on the interns' instrument), cohort and intern questionnaires were similar (see Appendices M & N).

An important difference, however, was that of perspective: Brackenridge interns were asked to respond with the BIT program in mind; cohorts were asked to respond with the TU education program in mind. At the time these instruments were administered, both groups had completed two years of study at TU. Their studies in education, of course, differed markedly. As underclassmen, the interns' curriculum included a strong emphasis on education; the cohorts' curriculum, on the other hand, represented a more purely liberal arts experience. Most cohorts had just completed their first "education" course and had only recently made the decision to investigate teaching as a career.

One important similarity, of course, is the academic credentials and background of both sets of students. Admittance to Trinity is, in itself, a mark of distinction in south Texas. Trinity students in general have strong high school GPA's, score well on the SAT, and earn higher tertiary grades than most students who attend Trinity's public competitors. Consequently, none of these young people can be seen as the "typical" undergraduate pre-service teacher about which recent reformers have been concerned. While similar to each other in many respects, the only significant dissimilarity between these two groups (BIT and TUC) is in their recruitment and training which are, of course, the focus of this study.

Data Collection and Reduction Processes

Interns and cohorts were asked to complete the questionnaires immediately prior to their spring interviews (the sixth such interview for the interns and the first for the newly-selected cohorts). As usual, students were reminded that their responses would remain confidential and that the data would generally be used in aggregate form. On the average, completion of the questionnaire took 30 minutes.

Completed sets of questionnaire data were coded and analyzed. Preliminary analyses were done by one researcher prior to the team's summer meeting. Following that meeting, the data were divided among two other researchers for independent re-analyses.

As a result of the summer research meeting, a decision was made to focus on only those aspects of the questionnaire which pertained directly to *attitudes about the program* and *attitudes about teaching*. Items 7, 8, 11, 12, 21, & 22 on the BIT instrument and items 1, 2, 3, 12, & 13 on the TUC instrument pertain to program attitudes, while items 13-18 on the BIT instrument and items 4-9 on the TUC instrument pertain to teaching attitudes. The analyses and interpretations in this section are based upon only the items noted above from the student questionnaires.

For Likert-type items, response patterns were established and are reported in a straightforward manner. For written items, responses were noted and subsequently grouped according to evident categories. This data reduction process is explained more fully, with appropriate examples, in the study's first year report (Sears, Moyer, & Marshall, 1986).

Findings

Attitudes About the Program

General impressions. All interns viewed the BIT program as significant and innovative; virtually all of them saw it as unique. While better than 80% found the program challenging and demanding, all of the interns found it reasonable. All but one of the interns agreed or strongly agreed that the BIT program is gratifying, and the same percentage (94%) found the BIT program "attention-getting."

It must be noted that the interns' recognition of the attention-getting nature of the BIT program should not be construed as an indicator of their individual or group need to receive attention. Indeed, their "recognition" scores on the Survey of Interpersonal Values (see pp. 12-14) were not worthy of note. The above data are taken to mean that the interns recognize the unusual breadth and amount of acknowledgement given to the Brackenridge Internship in Teaching program.

All of the cohorts reported the TU education program to be significant and reasonable, although fewer (82%) found it challenging and only 72% viewed it as demanding. Everyone in the TUC group agreed or strongly agreed that the education program at TU was gratifying. Seventy-two percent believed that their program was unique; the rest had no opinion. Two-thirds of the cohorts described it as "attention-getting."

The perceptions of these two groups were very similar. Participants in each group believed their distinct programs were significant, reasonable, and gratifying. Both groups, too, described their programs as challenging, although *none* of the cohorts strongly agreed with this adjective. BIT participants were more likely to describe their program as "demanding," "unique," and "attention-getting."

Pleasing aspects. Asked to identify the most pleasing benefits of their program, Brackenridge Interns frequently mentioned the satisfaction they gained from the BIT support network -- a finding that apparently contradicts their previously-reported responses on the standardized instruments. The opportunity to develop relationships with the other interns appears, in this case at least, to be a critical factor in their satisfaction with the program. Several mentioned the opportunity the program provided them to attend TU and pursue teaching as a career, the personal motivation they feel as interns, and the early field experiences BIT gave them. The majority of the comments, however, related to the "special nature" of their experience to date. As Brackenridge Interns, they were pleased to have had opportunities to travel and meet people (some of whom are "VIPs") and to have opportunities to use the attention they received in ways that might help the teaching profession (e.g., speaking at conferences). One intern was happy about "the personal attention that makes me feel important and gives me the confidence I need while developing my own self-confidence." Also, members of this group were pleased that their unusual preparation will put them in an advantageous position when looking for teaching jobs in the fall of 1988. "It gives you recognition," wrote another intern; "you stand out from the crowd."

When recalling pleasing aspects of the TU education program, cohorts underscored the small numbers of students in their education classes, an improved self-image, and the benefit of learning more about education in general. Nearly half of the comments noted the support and sense of community cohorts gained from the faculty and their peers within the Department of Education, described by one cohort as "sharing in the enthusiasm that all the professors and most of the students have for teaching." Not surprisingly, given what is known about preservice teacher education, the largest number of comments spoke to the field experience component of their professional preparation: nine of eleven cohorts noted their pleasure with these"hands-on" learning opportunities.

Comparisons between groups are revealing. Both groups were quick to note a strong degree of satisfaction with the sense of community existing within the Department of Education. Even the cohorts, who had no formal prior contact with "education" students and professors within the Department of Education, recognized an important sense of kinship after only one or two courses. The most significant difference exists between each group's most frequent response categories. For the interns, the BIT provides them with a sense of "specialness" and an opportunity for "making it" in the job market upon graduation. Cohorts, on the other hand, who are just beginning their stint as teacher candidates, are overwhelmingly pleased with the chance to get into classrooms and learn to develop the necessary career skills. The cohorts' enthusiasm with these practicum opportunities is quite similar to that demonstrated by the interns after their first year in the BIT program (see Sears, Moyer, & Marshall, 1986).

Annoying features. Although members of both groups easily found pleasing aspects of their programs to applaud, they were not reluctant to mention annoying features as well. A number of interns' remarks in this category related to coursework or scheduling problems. Some were bothered by the number of education courses required of them and the perceived redundancy of content in some of the courses. Others felt that the time commitment relative to some courses (e.g., driving to and from practicum sites) was excessive. Finally, the sheer number of credit hours interns need to graduate within four years has forced many of them to carry unusually heavy semester loads and/or to attend summer classes.

A much larger number of the comments, however, pertained to program features relating to individual interns and the intern group. The apathy of some interns, the decreased attention paid to them by Dr. Moore, and their role as a recruiter for TU's Department of Education were all noted as annoyances. Interns found it disquieting that there were "jealous undertones" within their group resulting, according to some, from the cliquishness of others or favoritism shown to others by the program's director. Some interns were annoyed with the elitist attitudes held by others -- attitudes which cast the interns in an elitist light and result in their being known as the "Brackenridge brats."

Only slightly more bothersome than these internal problems were those related to their role as "guinea pigs." "Being researched" was the category receiving the greatest number of negative comments. During the second year, many interns would probably agree with one of their peers who wrote that one of the most annoying features of the BIT program was "*this research project*" (emphasis added). "Being badgered to keep journals" was how one intern chose to describe it.

Many also had difficulty answering the survey questions pertaining to important and popular members of the intern group. In one case, an intern scrawled a large, bold "X" across the entire page listing those questions. Most, however, responded to the questions, suggesting that their sense of history and potential impact relative to teaching worked to keep them involved. Keeping journals, completing questionnaires and doing interviews might have become problematic, but ". . . I do it anyway," wrote one intern, "because I know there are long-term benefits from it." The paradoxical nature of the role this research may be playing in providing some sense of continuity for the identity of the interns does not go unnoticed.

The cohorts found a number of annoying features about the TU education program, too. Broad concerns related to the comparative inattention paid to education-specific coursework or practice in the second teaching fields of those who have dual or composite majors were noted. Most in this latter group were annoyed with coursework or scheduling problems similar to those mentioned by the interns. "Too many specific requirements as far as courses," one wrote: "No choices." Another found "not much structure to the [education] classes." And, like their BIT peers, they were bothered by the amount of time some courses required and the "tedious" work (e.g., keeping journals of practicum experiences) some courses involved.

Unlike the interns, though (who had been visiting schools for two years), the cohorts were displeased with some of their first practicum experiences. They felt that the quality of some of the cooperating teachers to whom they were assigned was poor and that there was an uncomfortable vagueness to these experiences. Again, similar sentiments were expressed by the interns during their practicum experiences in their freshman year.

Other cohorts chose to respond to this question by talking about the BIT program. When asked to share annoying features of the TU teacher education program, they wrote:

> Cohort 1: The way the interns are treated. I feel that simply because I decided on education after I entered Trinity, I missed the chance to be an intern. I am being denied opportunities which could make me a better teacher.
>
> Cohort 2: Several of the students involved get more opportunities to experience teaching than others. Favorites or pets are chosen and get additional benefits and opportunities.

While some cohorts harbored these feelings about those in the BIT program, much the same sentiment was expressed by several of the interns concerning others within their own group!

Contributors to growth. Members of both groups were asked, at the conclusion of their second year, to identify aspects of their Trinity University experience which had contributed to their growth. Easily the largest collection of responses from the interns fell into the category of "intellectual stimulation." More than half of the interns cited getting a liberal arts education, attending stimulating classes, and sharing ideas with faculty and peers as valuable. Faculty members within the Department of Education, identified by interns as one of their three "favorite" TU faculty, represented 40% of the total listed.

About one-fourth of the interns mentioned that living on campus and learning to accept responsibilities had helped them to grow a lot. Many spoke of growth resulting from organized campus groups such as sororities/fraternities and choir. Virtually all interns are involved in at least one form of organized student activity or club (e.g., school newspaper, choir, volunteer group). In most cases, interns report that these activities have more impact on their lives as TU students than does their BIT involvement. Much the same can be said of sports: for those interns who are involved, TU sports activities carry as much if not more importance to them than their membership in the BIT program. Only one-third mentioned BIT-related experiences as those which had played an important role in their growth. These included being a part of the BIT program, meeting important people and having early practicum experiences. By the end of their second year, being involved in the Brackenridge Internship in Teaching Program was no more important than any of these other activities and less important to the interns than their work in formal student activities.

Much like their intern peers, cohorts grew most from their active participation in the Trinity community. Better than half the members of this group claimed that interacting with TU students and professors was an experience which contributed to their personal growth. Of more than twenty TU professors listed as "favorites," three were from the Department of Education. Fewer cohorts (about one-third) mentioned that they had grown from having developed "outside" (non-academic) relationships and commitments while maintaining respectable grades.

For the interns, the recognition of themselves as a distinct group composed of seventeen unique individuals was readily apparent from their questionnaire responses. Most interns were able, albeit reluctantly, to identify their peers who were either most or least important to the BIT group. In addition, during the past year most had thought about who, if any, of their fellow interns they would most like to have as teacher colleagues in the school. Interestingly, many of those individuals with whom most of the interns spent the majority of their time were not the individuals considered to be the most attractive professional colleagues. These data are presented in Figure 1 and are believed to be valuable in obtaining a longitudinal impression of the interns' personal growth.

Insert Figure 1

Cohorts, too, noted the advantages of college life *vis a vis* developing responsibilities: "Living on my own has forced me to grow up -- I have learned to be more responsible . . ." An interesting difference, however, is apparent in a notion shared by two members of the TUC group:

> Cohort 1: The opportunity to explore many fields of study without commiting myself to any, and the opportunity to live with people who are planning careers in fields other than education.
>
> Cohort 2: . . . deciding to become an education major was one of the first decisions I made on my own.

Attitudes About Teaching

General impressions. A variety of significant differences existed between the intern and cohort groups on variables relating to choosing teaching as a career. (Note: Because of the relatively small number of cases available for analysis, and given that these data will be triangulated with those gathered through other research methods, the level of significance has been established at the .10 level.) The interns were more influenced by Dr. Moore to enter the teacher education program at Trinity than were members of the cohort group. Both groups, however, were more influenced in their career choice by professional reasons (e.g., to help children learn) than personal reasons (e.g., opportunity for advancement). The interns perceived a greater support among their student peers and acquaintances for their career decision than did the cohorts.

interns, too, were more likely to view themselves as *individuals* more committed to teaching than their fellow interns. Members of the cohort group, on the other hand, have considered a greater number of non-education careers and college majors than the interns. Finally, the interns *as a group* were more likely to describe themselves as popular, committed and consistent.

Influential persons in career decision-making. For both the interns and the cohorts, the three most influential non-family persons affecting their decision to enter teaching were high school teachers, their field experience cooperating teachers and Dr. Moore. Each group, though, ranked these three influencers in a different order. The only significant ($p< .10$) difference between these two groups, however, was the influence of Dr. Moore. Interns considered him the *most* influential person; cohorts ranked him behind their high school teachers and those for whom they worked in field experiences. Given the role Moore assumed in the recruitment and professional education of the interns, this finding is not surprising. Also, the cohorts had just completed their first field experience. The salience of this experience and the influential role of their cooperating teacher in it may account for these professionals being ranked as the most influential person.

There are other factors, of course, which influence a person's entry into the profession of teaching other than people. These include: *personal* considerations (summer vacations, work hours, opportunity to work with people and to advance in the profession, and salary) and *professional* considerations (filling a societal need, developing skills, enhancing teaching, influencing learning). A total score divided by the total possible was derived for each respondent in both considerations. The raw score was then converted to a ratio score for comparative purposes. One way ANOVAs were computed to determine significance between the groups. No significant difference existed between the two groups on each of the separate factors. For both groups, the most influential factors were the opportunities to work with people, to fill a societal need and to influence learning.

In analyzing these data, a *personal* and a *professional* score for each student was calculated. These scores reveal a greater diversity within each group than between them (see

Figure 2); that is, no significant differences between the two groups exist. Factors relating to professional consideration are more influential than those relating to personal considerations. The mean score (100 maximum) for students in the personal category is 66; the mean score in the professional category is 78.

Insert Figure 2

Beyond personal and professional factors, other influences affect one's decision to pursue professional study in education and that person's perceptions of the rightness of that decision. Two of the most important of these are the images which fellow students and the general public have about teaching as a career choice (Sears, 1984).

More than one-third of the cohorts reported that teaching was not well thought of by their fellow Trinity students; less than 10% of the interns held the same perception. Additionally, interns tended to report more positive reactions from the general public about their career decision than did their counterparts. In fact, nearly 90% of the interns perceived a positive reaction from the general public compared to about one-half of the cohorts. These differences between the two groups, though not statistically significant, do provide evidence that the interns perceived greater psychological support for their decision. This, of course, may be attributed to the extensive public relations effort of the BIT program.

Commitment to teaching. Not only is the Brackenridge Program designed to recruit and train talented individuals for the teaching profession, it also is charged with retaining them. The previous data outlined influences that impacted upon the interns' recruitment and training and that may affect the degree of commitment that members of each group have to both the program and to the profession. This section addresses the degree of commitment to classroom teaching expressed by both the interns and the cohorts.

The interns, when asked how many of their group would complete the program, agreed -- with one exception -- that all 17 would successfully finish four years at Trinity and teach for two years in a Bexar County school. There was, however, considerably less consensus on the number of interns who would be teaching five years or more after graduation. All but one intern thought that the *majority* of the group would still be teaching. Only one intern, however, believed all seventeen would remain classroom teachers after their BIT obligation to teach had ended. The average intern thought that thirteen of the group would remain in the classroom following the completion of their two-year commitment. Finally, less than one-half (46%) of the interns expected a dozen or more of their group to be teachers five years after their graduation from Trinity.

Another interesting way of examining commitment is via comparisons: comparison of commitment within and between the intern and cohort groups. First, the interns were asked to compare their level of commitment with that of their fellow group members. Three-fourths of the interns perceived themselves to be *more* committed to teaching than their fellow interns. In contrast, less than one-half (45%) of the cohorts viewed themselves as more committed than their fellow cohorts. Second, a significant ($p < .10$) difference existed between the two groups *vis a vis* self-assessment of commitment. The interns were more likely to view themselves as more committed to teaching, compared to other interns, than were cohorts compared to other cohorts. The mean responses were 3.9 and 3.4, respectively (1 is low, 5 is high). Third, on the semantic differential, the interns were significantly ($p < .10$) more likely than the cohorts to describe themselves as committed. That is, without reference to other members of the group, the intern group's mean (4.69) was significantly higher on this dimension than the mean of the cohort group (4.18). The only other dimensions on which the interns and cohorts differed significantly were "popular" ($p < .10$; mean of 3.56 and 3.09, respectively), and "consistent" ($p < .01$; mean of 4.25 and 3.36, respectively). Most significantly, then, out of seventeen adjectives describing "self," these two groups differed on only three.

The degree of serious consideration given to other professional careers and college majors is another indicator of a student's degree of surety with his or her career choice and field of professional study. In each of these areas the intern and cohort groups differed significantly.

While both groups cited an equal number of alternate careers which they had considered since entering Trinity, the type and frequency of these alternatives were significantly different ($p < .01$). Types of non-teaching careers cited by the interns ranged from politics to interior design. The most frequently cited were law, business and school administration; the majority of careers provided were related to social service (e.g., nursing, counseling, YMCA director). Types of careers listed by the cohorts ranged from architect to computer analyst. Most frequently cited were careers in social work and medicine. Unlike the interns, the majority of career alternatives generated by the cohorts were non-social service type positions (e.g., writer, accountant, actor). The average number of careers considered by the interns was 1.75; the mean response for the cohort group was 2.45.

There were significant differences ($p < .05$) also in the type and frequency of college majors considered by each group. The interns generated 12 non-education majors ranging from chemistry to the liberal arts. The most frequently cited were mathematics and history. The typical intern had considered 1.3 alternative college majors. On the other hand, the cohorts generated 15 non-education majors which ranged from biophysics to foreign language. Members of the cohort group listed an average of 2.2 majors, citing most often history and biology.

A final indicator of commitment included in the questionnaire was a checklist of likely activities in which students would engage within five years of graduation. Significant differences between the two groups existed in five of the six activities. The interns were more likely to be raising a family ($p < .10$), to be moving up the career ladder ($p < .05$) and to be attending graduate school in the field of education ($p < .05$). The cohort group, however, indicated a greater predisposition to continue their graduate study in a non-education field ($p < .05$) and to work in a profession other than teaching ($p < .05$). The vast majority of both interns and cohorts expected to be married within this five year period. The distribution of scores for each group on these six categories is displayed in Figure 3.

Insert Figure 3

Summary

By and large, these data suggest that support for the BIT program (acknowledged by the interns) and support for the TU education program (acknowledged by the cohorts) focused on many of the same aspects. Some aspects that were praised by cohorts, however, were also criticized for other reasons. For example, cohorts thoroughly enjoyed the "hands-on" practicum experiences but disliked maintaining the accompanying journal or driving to and from the school site.

Similar pleasing/annoying experiences were noted by the interns whose responses were directed specifically toward the BIT program. Interns expressed interest in and need for group support, yet they scored low on this value on the interpersonal value scale. Their focus on the intern group -- rather than the education program per se -- may have had much to do with this altered perception.

According to members of both groups, their days at Trinity University have provided them with mostly positive and gratifying experiences. These findings coincided with the ways in which they described their high school experiences -- a factor which may merit further attention when recruiting new prospective teachers.

With respect to career choice and consideration of other career options, the BIT group stood in stark contrast to Trinity University's understood policy. The school has gone to great lengths to encourage its students to make decisions about their academic majors (and, in essence, their future careers) late in the sophomore year and no earlier. Despite this practice, however, the interns (who made these decisions prior to entering TU) feel more confident about their career decision -- relative to peer and public perceptions -- than the cohorts.

Differences in commitment to teaching between the interns and cohorts are supported by all forms of data collected. The interns verbalize, write, and demonstrate higher levels of commitment than cohorts with respect to 1) consideration of other careers, majors, and future activities (which relate to teaching), 2) rating of their own commitment as well as its comparison to peers, 3) attitudes toward teaching on the attitude survey, and 4) time dedicated to teaching in the future. All of these perceptions indicate that the interns hold a higher level of commitment to teaching as a career choice than their cohorts.

Small Group Videotape Interviews

Introduction

In addition to the already broad array of data collection methods employed in the BIT study from its inception, videotape data were added in year two. As a supplement to individual audiotape interviews, small groups of interns holding loosely-directed discussions with one or more members of the research team were videotaped. The large-group session in which researchers and interns discussed the BIT first year research report was also videotaped. All videotape data were collected at the Trinity University campus April 23-30, 1986, immediately prior to the end of the interns' second year of study. This portion of the report describes how these data were handled and analyzed, offering speculative and interpretive comment where appropriate.

Interview Format and Structure

During the seven day collection period, five small-group and one large-group gatherings were filmed. Unlike their more structured, audiotape interview counterparts, the video sessions were conducted as discussions among interns. Researchers began each session with a brief explanation of the different nature of this gathering in hopes that the interns would indeed treat it more as a discussion than an interview. In addition, each group was reminded that the video data belonged to them, as do all data they share with the research team. Interns were informed that they would be provided an opportunity to preview videotape data prior to any public showing and to release its use by written consent. Following this set of introductory remarks by the researcher(s), the sessions began.

Small-group sessions consisted of from two to five interns. Sign-up procedures and liberal meeting opportunities were purposefully designed so that interns could select when and with whom they would participate. The primary and intended result of this scheduling was that most interns met in close friendship groups. The large-group session was arbitrarily prescheduled by the research team and attended by nine of the seventeen interns. Each session was overseen by one, two, or three researchers.

Interns meeting for small-group tapings had just completed several instruments (see Appendices M & N) and were asked to comment on these. From this starting point, the researcher(s) facilitated a largely unstructured discussion. All sessions were begun with a general query regarding how the interns felt about some particular aspect of the BIT research project. Eliciting questions were posed at appropriate times to collect certain specific data regarding broad areas such as relationships with the BIT director, future direction of the program, and impressions of non-intern education students. These small-group discussions lasted an average of forty-five minutes. Discussion during the large-group session centered almost exclusively on aspects of the year one report and is not, therefore, addressed in the following description unless otherwise noted.

Raw Data Treatment

The complete set of videotaped sessions was viewed by one researcher four times. (Note: The large-group session was viewed only twice; once to take notes and partial transcriptions of salient remarks and once to obtain a "gestalt impression" of the session.) During the first viewing, each of the five small-group sessions was played from beginning to end as the researcher noted brief impressionistic comments regarding themes of interest to the interns. No attempt was made at this time to record specific excerpts or note their location on the tape. This first viewing was conducted in a single sitting.

The second viewing began several days later and lasted some fourteen total hours, over a seventy-two hour period. As each session was viewed a second time, the researcher made careful notes regarding the specific questions or topics under discussion, the essence of each intern's response (using an appropriate intern code), and the number on the VCR counter where each response could be found (see Appendix O). Whenever it was deemed appropriate or important, the researcher transcribed verbatim quotes.

The third viewing of the videotape data followed preliminary analysis of the raw data (see below). At this time, the researcher replayed the tape with the intention of (1) determining the contextual correctness of remarks and responses which had been categorically assigned, and (2) checking the accuracy of verbatim passages which had been transcribed.

Finally, the complete set of videotape sessions was viewed a fourth time - several weeks after the third viewing and following completion of the data analyses. During this viewing, the researcher made impressionistic notes of each session; that is, indicating phenomena such as body language, deference patterns and apparent levels of interest. It is believed that the extent and levels of work with these data bring an intimate knowledge and understanding of them to this member of the research team. This member, then, could more legitimately represent these data when triangulation was undertaken.

Data Reduction Processes and Data Analyses

Notes taken during the initial viewing simply provided the researcher with an idea of the directions taken throughout the discussion sessions. As a whole, they were brief and sketchy. The second viewing of the video data, on the other hand, produced thirty pages of handwritten notes and verbatim transcriptions, all of which were coded according to respondent and tape location. Prior to the third viewing, these notes and transcriptions were grouped according to topical categories. This process was begun using the notes and transcriptions from the first small-group session. The categories generated included ones such as "mentor," "reactions to instruments," and "the intern group." Each was begun on a separate page, and the essence of each pertinent second-viewing note and/or transcribed passage was recorded in a phrase or sentence, followed by its tape location number.

Once these initial catergories were developed from the first small-group session's notes, each successive set of small-group notes and transcriptions was studied. Those that fit within existing categories were entered on an appropriate page (as noted above) and new topics of discussions were given new categories of their own (e.g., "leadership"). At the conclusion of this process, nine rough analytical categories had emerged, and each response within them was assigned a number (see Appendix P).

Prior to attempts at refining these categories, a third complete viewing of the video data was undertaken. Following this task, the researcher returned to the roughly-catergorized lists of statements/ ideas and began a process of refinement. At this point, similar responses were collapsed into a single phrase which best represented them. This single phrase was then followed by the set of appropriate tape location numbers. Unique responses were transferred as such. As a result of this refinement process, the nine initial category groups became eight "refined" groupings with four of these containing sub-groupings (see Appendix Q).

Following this third reduction process, the tapes were viewed a final time. The researcher noted general, impressionistic features such as apparent intern self-confidence, response styles and patterns, etc. These notes, while not directly applicable to the data analyses and reduction processes, are valued as an additional insight into the interns' small-group relationships and as a further connector between these data and the researcher who worked with them (see Appendix R).

Findings

In this section, data are presented according to the emergent categories developed through the reduction processes described above.

Reaction to BIT Research Instruments

Two major areas seemed to dominate these responses. The first was a recognition by members of the BIT group that the instruments were designed to focus on their perceptions of the intern group in ways that they are quite familiar with by now. They had been asked similar questions by a lot of people - including members of the research team. As a prototype model for enabling change in education, the BIT program is built around the intern group. As one intern aptly noted: "A lot of those questions [contained in the instruments] are really pertinent...to how the program is really working. . ."

A second, even stronger finding was the interns' difficulty talking about the members of their peer group in any sort of comparative sense. Most frequently mentioned in this regard was their realization that general questions concerning intern popularity were difficult to answer because 1) there are different sorts of or contexts for popularity, and 2) not all interns know each other equally well. While most interns would agree with their peer who stated that "there are people who stand out...that are more successful [in the program] than others," a much smaller number might side with another of their peers who claimed, quite adamantly, that "there's no way any one of us could be more important than another one."

Besides these two rather strong findings, a few interns reacted to the instruments in general and to the request to rank members of the group in particular. At one extreme was an intern who refused to answer any of the ranking questions because they were "unethical and irrelevant." Another intern couldn't see the relevance of those questions but answered them anyway because ". . .I couldn't see that it would really harm anyone in the long run and [I believe that] this could benefit the [on-going BIT] research." At the other extreme was one who used the experience of responding to the instruments as an opportunity to reflect on personal development and another intern who noted that completing the instruments "made me think a lot."

Remarks about the BIT Program

Not surprisingly, the small-group sessions were repleat with talk about the BIT program. At times this was prompted by the researchers (e.g., "Describe the BIT program during year two.") while at other times the topic arose naturally. These comments were sub-categorized according to general program remarks and those that referred to the BIT program's integration within the TU Department of Education.

General. A small number of interns acknowledged an awareness of how the program 1) continues to expand their commitment to teaching and to educational reform and 2) requires courses and personal time beyond that of a conventional education degree. However, the vast majority of general comments relating to the BIT program pertained to the interns' waning sense of "specialness." During year two the intern gatherings (seminars) dwindled from several in the fall semester to none during spring semester. While some interns did not see this as detrimental ("I guess it's not as big a deal for me any more because I've got my own identity."), others expressed a strong sense of loss and isolation ("If we're supposed to be a group and we're supposed to be together, I think we should have something that brings us together.") This difference in perceptions created a noteworthy tension among group members.

Integration. The specialness of the BIT program and its interns was perceived by most members of the group to be dissolving, by and large, as their routines became more like those of "regular" education students. This means, among other things, that elementary education majors began taking a different course sequence than secondary education majors, that science majors followed a different path than history majors, etc. The interns' comments ranged from those claiming that the BIT program no longer exists because of their integration into the Department of Education to those acknowledging that they remain an intact group despite their integration into the Department of Education. Most of the remarks which fall along this continuum express integration in a positive light. Two such examples follow:

> Intern 1: I think as we get further away [from each other and the group] that we're identifying more as Brackenridge interns.
>
> Intern 2: With the first three semesters it was exactly the same for all of us...And now we're all starting to take [courses] we want to take. We can get out of the program more, now, [of] what we want . . . I think now, if we want it to be a really big part of our lives, we can make it that way. Or, if we want it to be just a support group that we know is there, [we can make it that way].

Noteworthy here is that, regardless of how each intern felt about this integration and loss of BIT program structure, practically all of them were finding ways to positively adjust to the loss.

Perceptions of Interns and the Intern Group

The structure of these small-group sessions enabled interns to participate with whomever they wished. As a result (according to data gathered from the interns' mentor, their responses on the paper-and-pencil instruments, and the interns, themselves), videotape sessions were attended by interns who had become closest friends and formed sub-groups or cliques. Among other things, these grouping patterns had the effect of promoting much more discussion of intern group differences than intern group similarities. At the same time, it must be recognized that the development of the BIT program over two years has de-emphasized a single group focus. With these caveats in mind, interns' perceptions of themselves and their group are discussed below.

Few interns spoke of the group as an entity reflecting characteristics shared by all of its members. There was some mention of diversity of membership and presence of sub-groups or cliques. These cliques were perceived as having formed "naturally," according to factors such as academic interest, subject major, and friendships established prior to the BIT program. Although interns did little together as a group during year two, their shared interest and experiences in education bind them and make them equally important.

The bulk of remarks in this category, however, concerned differences within the membership. Some interns were perceived as more likeable and/or popular than others, while some were thought to be more active. Not all interns, it appeared, "get along." Some interns have grown to feel more "intellectually even" after spending two years with the group; others still don't know the names of all the group's members. One of the more interesting points emerging within this category was that several interns recognized members of the intern group who were not "into" the BIT program. In short, these data leave little doubt that the Brackenridge interns acknowledged that their group is populated by individuals, some of whom coalesce in sub-groups, who possess quite different needs and desires and life goals. As end-of-year sophomores, the interns perceived themselves, their BIT peers, and the intern group in a far more complex and critical light than they did during their freshman year.

Comments about BIT Program Faculty and Staff

The BIT program is guided by its creator, John Moore. The program's day-to-day functioning is handled both by Professor Moore and a graduate student, Linda Roan, who was designated as the interns' "mentor." Intern responses are discussed below as they pertain to each of these staff members.

John Moore. Mixed feelings were expressed about the sufficiency of intern interaction with Moore. Some interns appear convinced that he is less interested in the Brackenridge interns now than he was during their first year. As one intern put it, "...we're thrown by the wayside right now." This sense of neglect is due, in part, to their growing awareness that Moore is a very busy man. According to the interns, there is significantly less communication between themselves and Moore (outside of the class they took with him) than there was during year one. While he remains singularly important to them as a professional sponsor and "guide" within the BIT program, they no longer believe themselves to be of singular importance to him.

This perceptual shift in importance was voiced by everyone who spoke of Moore, and while some responded negatively to the change, most reacted in a much more rationalistic way. Those in this larger group had come to recognize that John Moore is not only (nor has he ever been exclusively) the BIT "leader" but also the head of the entire Department of Education. They see, too, that he cares about *all* education students -- not just the Brackenridge interns. He is a man with myriad responsibilities, they now recognize, and an enormous capacity for caring. Nevertheless, they believe that the Brackenridge interns remain special in the eyes of John Moore, as the following excerpt shows:

> Dr. Moore thinks of us as his special prizes....He has a picture of us in his office. I feel like he's proud of us more so than other education students; he's proud of us as a group *and* as individuals. He may be proud of other people as individuals, too, but we get double.

Linda Roan. It was nearly impossible for the interns to speak about the role of their mentor during year two without falling into a comparison of the two mentors they have known. (Note: Their first mentor, also a graduate student, completed her degree at Trinity and left after one year with the BIT program.) Most interns felt less close to Linda and believed she was less interested in them and the BIT program as a whole than their first mentor. Nevertheless, they recognized the new mentor's efforts to help them and, for some interns, Linda became a good friend.

By and large, the interns were astute at recognizing several factors -- in addition to a personal change -- which combined to make the mentor role so different in their second year than it was in their first. To begin, they simply *needed* a mentor during their first year to help them make some difficult personal and academic adjustments (Marshall & Moyer, in press). Secondly, the mentor served a critical programmatic function during year one as the hub in a wheel spoked with relative strangers. Both of these factors had changed by the time Linda arrived for year two: the interns had adjusted to their new roles and had created bonds among themselves. They were sure of themselves as college students. Now *they* were the veterans of the BIT program and Linda was the newcomer. Questions about the continuing need for a mentor now linger in the minds of some interns.

Reactions to the First Required Education Course

During the spring semester of their second year at Trinity, all of the interns began taking courses required for their Texas teaching certificate. All but one of them participated in one such course entitled 'Schooling in America" (SIA), taught by John Moore. In addition, many took a second education course called 'Growing Up in America' (GUIA). Because the SIA course served as a common experience for virtually all of the interns, it tended to be discussed more often during these small-group sessions.

About half of all comments made regarding the SIA course pertained to its content. The interns' unique, formal BIT curriculum set them to the task of learning about their future career from their earliest days at Trinity (Sears, Moyer, & Marshall, 1986). It seems that most of the content they had covered during their previous three semesters resurfaced in SIA. This repetition was attributed, in large part, to the fact that the man who took them through their special BIT coursework, John Moore, was also the SIA instructor.

> Intern 1: I'm bored when I go in that class. I do other work in there because I already know what he's going to say. ... The course itself -- there's nothing wrong with it; it's just that we've had it four times now.
>
> Intern 2: . . . we already read the national reports [related to educational reform] and we already talked about lots of those things.

Redundancy of course content was not the only criticism raised about the SIA course. Several interns noted that the amount of work required for the course (3 semester hours credit) was no more than the amount required of them during their earlier BIT seminars (for which they received 1 credit hour each). Mention was also made of how the large class size inhibited interaction among and between students and instructor.

Worthy of particular note is the discovery that *none* of the interns' comments about SIA was positive in nature. Several were rather neutral, but most were critical. This attitude was anticipated in light of previous data collected by the researchers (Marshall & Moyer, in press) which suggested that interns had reached a saturation point *vis a vis* their teacher/student relationship with Professor Moore. Comments about the GUIA course, on the other hand, were uniformly positive.

Perceptions of "Regular" TU Education Students

Again, the origin of these perceptions was the SIA course. The class was large, with 15 Brackenridge Interns nearing the end of their sophomore year and 27 others, mostly juniors, who had decided to pursue a career in teaching. This course was the inaugural meeting of the two groups within a classroom setting.

Interns were asked to talk about their impressions of the other education students: In what ways were the two groups different? How did the others in the class perceive the interns? What was it like being in an education class with "regular" education students? Comments about that experience were almost evenly split between a recognition of basic and important differences and a realization of no differences between interns and non-interns.

Many interns appeared to recognize that all Trinity University students are, as one intern noted, "pretty exceptional." In other words, these interns saw no real differences between themselves and the other education students with respect to academic ability. There were no remarkable differences in the extent to which members of either group participated in class with the exception, according to several interns, that they might have answered a few more questions.

But, a large number of interns did note their differences with the non-intern group -- differences based on both fact and conjecture. Interns recognized that their earlier BIT-specific curriculum made the SIA course more like a review for them, and that their level of interaction with Moore (the SIA instructor) resulted in some of the other (non-BIT) students feeling "left out." Perhaps the most important difference noted was that the interns all sat together on one side of the large room and had little interaction with their non-BIT peers. Finally, some interns maintained the belief that their level of commitment to teaching and their special support group made them different from other education students.

Again, the video data produced apparent dichotomies in the interns' thinking. Certainly, within the context of attending the SIA class, undeniable differences existed between the groups which many interns elected to ignore. On the other hand, equally obvious similarities (career choice, ability levels, etc.) were overshadowed in the minds of some interns by their creation of real (e.g., seating arrangement) and perceived (e.g., belief in their deeper commitment to teaching) differences.

Efforts to Maintain the Program's Image

One important benefit of the small-group sessions was the opportunity they provided for shared critical reflection. Upon questioning, it was discovered that most interns were reluctant to take their complaints about the program to Dr. Moore, choosing instead to share them among themselves, with their mentor, and sometimes their parents. Noting this, the researchers probed members of two small groups about the extent to which they shared program problems with anyone, particularly interested members of the public. Were there differences, indeed, between the personal and public perceptions of the BIT program?

The interns shared an array of program-related complaints, but the bulk of these were understood by them to be "little, personal things" and "internal problems." When asked if these were expressed outside the BIT program's membership the resounding response was NO! Such things were not important characteristics of the program, according to several interns, and were to be wrestled with and resolved "in house."

One intern resorted to a form of "benign deception" when it came to preserving the program's image. Following one conference presentation, a member of the audience asked how the BIT's second year curriculum was helping the interns to prepare for teaching. This intern was reluctant to admit to the questioner that taking one of the required education courses (SIA) seemed to be a waste of time:

> So I just kind of made up something. I said "Well, I guess we [are] better prepared to do our papers and stuff." . . . I didn't say . . . that I would have preferred not to have taken that course at all.

Few dissatisfactions felt by the interns, then, were shared with the public (Dr. Moore probably received word of those shared with the mentor). Instead, interns elected to maintain an image of the program and its participants bereft of problems and conflict.

Ideas about BIT Program Changes

Each group was asked about ways in which the program could be changed to make it more satisfying or meaningful to them and more effective as a model for educational reform. One intern noted, thoughtfully, that their experience in the 'Schooling in America' course could have been more fruitful had it required a more in-depth analysis (e.g., search the educational literature in order to get a more thorough understanding of selected issues). Comments as to how some past curriculum might have been better planned, however, were rare. Throughout the sessions, interns raised several issues regarding practices they found wanting. Nevertheless, when asked what they would like changed, they spoke of programmatic aspects likely to affect them in the future moreso then those which effected them in the past.

In fact, all but one of the suggestions offered for change pertained specifically to group activities. For example, the interns would have liked to continue meeting -- at least on occasion -- informally, or, perhaps, at gatherings with "visiting lecturers." Those who had heard rumors about a BIT retreat were enthusiastic about the possibility.

In addition to meeting more frequently, many would have appreciated more opportunities to present themselves to others as educational change agents. The interns believed it would have been a good idea to meet with and perhaps help some of the newest groups of prospective teachers at TU (discussed in more detail in Sears, Moyer, & Marshall, 1986). Several thought it would have been productive to involve the intern group with San Antonio's veteran teachers in a program being developed at Trinity called the "Brackenridge Forum." Without question, many interns recognized their group as a powerful example of successful educational reform in practice and felt that more could have been done to "display" that example. "I wish we could travel more as a group," one intern dreamed. "Instead of a publication [about the BIT] being nationally known [referring to all that has and is being written about the program], the group could be [nationally known]. . . . You know -- the teaching profession needs that right now, I think."

Expectations for Year Three of the BIT Program

The Brackenridge Interns were resigned to the fact that their third year at Trinity will bring a "parting of the ways" among them. Those seeking elementary endorsements will take one path (down which some will eventually branch into special education) and those seeking secondary education endorsements another (leading to multiple branches according to academic disciplines). They have no better picture this year of what the BIT program will look like in the future than they had at a similar juncture last year (Marshall & Moyer, in press). Most did, however, express the hope that they would meet together, on occasion, as a group.

Summary

The Brackenridge Internship in Teaching program has taken on multiple realities. For some of its interns it has all but disappeared in practice, leaving behind warm memories of regular meetings, an abundance of unique opportunities, and limelight appearances. For others, it is alive and well within them. They continue to stay active in speaking engagements and tend to receive much gratification from their connections with other interns. Several interns are more convinced than ever that the BIT continues to promote their awareness of the good they can do as teachers. Most interns, of course, are somewhere in between, making the best of programmatic circumstances and waiting to see what happens next.

Little evidence remains of the zeal and rhetoric for educational reform prevalent among the interns at the BIT program's outset. Instead, thoughts of required coursework and hopes for occasional get-togethers predominate. The team spirit resulting from routine contacts and activities during year one is fading fast; "we will make a difference" has been replaced by the less certain declaration that "I can make a difference."

The interns now readily admit that they are a collection of individuals and cliques, loosely bonded by shared experiences. Without benefit of regular meetings or events to shade their differences, BIT members have begun to take pride in their individual selves. Some have attached their identities to the group while others have become detached. The dissolving sense of groupness allows them to see their differences more clearly, on the one hand, and to recognize that they are not so different on the other. Even the previously entrenched belief that interns are different from other education students is no longer universally shared.

"I haven't been around Dr. Moore that much this semester" was one intern's response to a question about the program's second year. While this distancing from the man they commonly described as a father-figure last year was discussed often, the above response highlights what may be a more important programmatic characteristic. To date, the interns have not taken ownership of the program they have come to represent. They recognize but seldom act upon its shortcomings. Valid complaints about curriculum matters, whether formal or informal, fester within subgroups. The interns blame themselves for many of the program's "internal" faults. And they have little idea about what will happen to them as Brackenridge interns next week or next year.

Year two of the BIT program can best be described from the video data as a time of personal development and collective complication. In the words of an old blues tune, "the thrill is gone," and with it, unquestionably, went the BIT "program" these interns thought they knew so well.

Individual Audiotape Interviews

Introduction

During the 1985-1986 school year, interviews were conducted with 16 of the interns (one was living abroad for a semester) and a set of 11 cohort students. The intern interviews occurred at the beginning of the second semester (the student living abroad was interviewed the following semester); the cohort interviews were conducted at the end of the second semester. All interviews were audiotaped and transcribed. This section of the report describes how these data were treated and analyzed. Speculative and interpretive comments are provided when appropriate to highlight critical aspects of the interns' second year experience.

Interview Format and Structure

Private interviews with individual interns were conducted in January, 1986. Unlike the individual interviews conducted during the fall and spring semesters of the interns' freshman year, these interviews were unstructured. Rather than develop a standardized set of questions, each researcher interviewed those interns with whom he had worked during the previous three semesters. While many of the questions were idiosyncratic, there were several topics which all the interns were encouraged to discuss. These common topics included a comparison of the interns' sophomore year of preservice teacher education (experiences, feelings, concerns) with their freshman year, their feelings and attitudes about the "group" of interns, their commitment and interest in teaching and the BIT program, and their attitudes toward their mentor and the BIT director. In general, the interview sessions began with an intern discussing his or her educational activities during the previous semester and ended with the intern speculating about the upcoming semester. Because of the rapport established between many of the interns and the researchers, the students' comments were often more candid and responsive than those provided during the first year interviews.

Structured interviews with the cohort group were conducted in April, 1986. An interview protocol for this set of interviews is located in Appendix S. These questions focused on these students' decision to become a teacher, their experiences and expectations for the teacher education program, and their perceptions of the interns.

Treatment and Reduction of Data

Interviews for both the intern and cohort sets were tape recorded and transcribed. The reduction of these data was handled in the following manner. To begin, each interview was systematically reviewed twice. Following the second review, discrete statements, usually consisting of several sentences, were placed into one of several categories. Expanded and refined as the process of interview analysis proceeded, these categories eventually numbered 22. These included: "type of teacher," "support," "commitment," and "practicum experiences." Within each of these categories, there were several components. For example, within the category "commitment" there was "commitment of self" as well as "commitment of others." The former component included intern statements about the strengthening or weakening of their commitment to the program and the degree of self-confidence about their career choice. The latter component included perceived motives of other interns for participating in the program and assessments of other intern's teaching interest.

For the cohort set, 24 categories emerged. These categories included: "perceptions of the Brackenridge program", "difference between self and Brackenridge interns" and "reasons for career choice". Again, within each of these categories there were several components. For example, within the category "perceptions of the Brackenridge Program" there was "point of program awareness," "level of program awareness," "program assessment," "program demands," and "feelings about program."

After placing all interview statements into the initial set of categories, each statement was reviewed again to determine the appropriateness of its initial placement. Finally, the categories were examined in order to discern what patterns, if any, existed within and between categories. Several major themes emerged from this examination.

Findings

In this section, data gathered from the intern and the cohort sets are presented according to three major themes developed through the data reduction processes described above.

Coping with Structural Change: The Meaning of Specialness

During the first year, a sense of specialness among the Brackenridge interns was evident from their interviews. Membership in this group provided not only a feeling of specialness but also a ready-made support network and a reference point for making sense of the collegiate experience. There were fewer group seminars, more activities were conducted by individuals or small groups of interns, individual programs of study became more idiosyncratic, the interns were integrated with other non-Brackenridge students in education courses, and other teacher education scholarship programs (e.g., Murchison Interns) were established. The differing evaluations held by the interns about these structural changes, the impact which these changes had upon their group identity and cohesiveness, and the social psychology of coping with these structural changes are foci of this section.

A variety of changes occurred during the second year of their program. One of the most significant types of changes was structural, and such changes occurred in several areas. First and foremost was intern involvement in field experiences. As one student succinctly stated, "Last year we studied the school and community. This year we are working more with the teacher and interacting more with the students." During the second year, interns were required to spend a minimum of three hours each week in an assigned school. Classroom observing, tutoring, and teaching as well as preparing classroom materials, grading papers, and designing bulletin boards were their principal tasks. One intern prepared student pamphlets on Beowulf. Another wrote a profile of a student who was experiencing academic difficulty. Interns were also responsible for writing several papers and maintaining journals of their experiences.

Most interns reported benefiting from these second-year experiences:

> Intern 1: The first semester we were out in the schools just talking to people, talking to principals, talking to teachers. The second semester we were doing little reports. I really enjoyed last semester because I finally went out there with the students where it is happening.
>
> Intern 2: It was kind of a shock for me, I have to admit. I have always been in an upperclass environment. I thought every elementary school had these things when I was going to school. The school I visited had a part-time counselor, a part-time librarian, part-time secretaries. Until this year they had a part-time principal. I was just really surprised by that.
>
> Intern 3: I learned so much in that second grade classroom. The teacher helped me to get as involved as I could and that just made me want to come and spend more time at the school. I was spending about nine hours a week [there].

For many of these interns it was "student teaching without the student teaching label." Given that the interns were only in their sophomore year, it was not surprising that some shared experiences which were less positive:

> Intern 1: I felt like these were all the little toys, all the little dolls. "We'll let you play with them once in a while. But we don't want you to break them. Be really careful." I just sort of felt they were reluctant to let me teach. I only got to teach one class. I'm not saying that's too little. They were being very cautious. They didn't want me to do it but since it was Trinity and since they wanted to stay in good with the program, they let me teach one lesson.
>
> Intern 2: I pretty much sat at the back of the class and just watched. Whereas I was hearing that other interns were getting to do lesson plans and really take a bit of command when it came to teaching.

A second structural change that occurred was the reduction in opportunities for group seminars and discussions on education. One intern noted that "It was hard being in a big class with Dr. Moore and not having a round table discussion." Another intern underscored their loss of this special, structured time with Dr. Moore:

> We didn't really see each other that much as Brackenridge Interns only. I don't think we needed it as much as the first year, but I would have enjoyed having had some contact every now and then. You know, just for us Brackenridge Interns to discuss things: to see how the project's going, to tell Dr. Moore about things, to see how everyone else feels about what you're doing.

A third structural change, one that would have great significance to the interns, was their integration with other students in required education courses. Many of the interns expressed concerns about the content and structure of these courses:

> Intern 1: This semester we're exactly the same experiment that we did last semester. Just a rerun. The class we are taking with Dr. Moore is all material that we've done before.
>
> Intern 2: There are a lot of interns in there but it doesn't seem like a group because there are so many other students also in there.

Some questioned the wisdom of integrating the interns with other preservice teachers. As one intern quipped, "There's a little less prestige this semester because we're thrown in with everyone else." Most simply viewed their role within such classes as quasi-instructional:

> Dr. Moore handed out a bibliography of books that are on reserve. A lot of students were just looking at that list going, "Oh, no. I don't know any of these books. How can I choose?" I keep saying, "Well, I'll tell you. This doesn't apply to what you want to write on."

Aside from structural changes, there was also a staff change. During the second year, a new mentor began with the group. Most interns commented on the perceived differences in style and role between their first mentor Jeannine, and their second mentor, Linda:

> Intern 1: Linda and Jeannine are completely different people. I think they have different gifts that I've been able to draw upon. . . .Jeannine was a very nurturing type, like you could call her "mom." Linda is closer to our age and I feel I have a lot more in common with her. . . .I see her as being a helper type of person: Dr. Moore's sidekick. Jeannine interceded for us more.
>
> Intern 2: Jeannine sort of helped us out with the shock of college life. You're on your own. Nobody is going to remind you of anything anymore. . . .I remember Jeannine sort of reminding us of things all the time.
>
> Intern 3: Linda is great working with us. She's really open. I feel like she's on our own level.

While Dr. Moore, the director of the program, was engaged in the program during its second year, his role was also perceived to have changed:

> Intern 1: I just see him establishing more just one-on-one relationships with everyone.
>
> Intern 2: I have him in a class with other education majors. He treats us like another student.
>
> Intern 3: Dr. Moore has a personality that he treats everyone special. He treat us the same as he treats the other education majors.

Despite his change in role, almost all of the interns shared the positive view of Moore reflected in the following statement: "If I have a person that I looked up to as almost a father figure, he'd be it. I love him to death. I think he's great."

Based upon analyses of data from the interns' first year experience (Sears, Moyer & Marshall, 1986), a critical aspect of the specialness of their program was the assimilation of 17 disparate people into a group defined as "The Brackenridge Interns." During the second year, the structural elements defining and cementing the "group" together disappeared. Changes in the program's structure, the interns' mentor and the director's role challenged the meaning of the program's specialness for many interns. These young adults experienced a loss of groupness and group identity. The loss of groupness is articulated well by three interns:

> Intern 1: We aren't in constant contact like we were those first two semesters. We don't associate with some of the interns because we are never with them and then there are other ones who just happen to be in your class.
>
> Intern 2: I talk to other students about the assignment we have to do within the course. I don't talk so much about what it's like to be an intern or anything like that.
>
> Intern 3: I don't know. Maybe it's lack of time or maybe lack of effort on everybody's part. We don't interact too much. At least, it's not the kind of interacting that when we get together in a class or whatever that we can't talk. I just don't do anything with most of the people outside of classes. I'm not exactly sure what it is.

And, the reactions of this perceived loss of groupness among the interns varied:

> Intern 1: It was important for us to be together the first year because we were just getting to know one another. But, I think after we all got to know one another and decided, "Yes! We are in this together," we realized there's even more people out there besides the 17 of us.
>
> Intern 2: I don't think we are going to see each other much anymore. Not as much as we used to, anyway. In the beginning, I liked the other interns but I really didn't care if I saw them that often. Now, I sort of miss seeing them a lot.
>
> Intern 3: Even though we don't meet like we used to, a lot of us have similar classes so we usually get together and study and talk. We're still pretty close, I think, so it hasn't had that much effect.
>
> Intern 4: I kind of felt close to many of the people within the group because we did meet so often. Now, I feel less a part of a group.
>
> Intern 5: I think that in relation to last year we kind of lack in the support group area. I think it is better that way. I'm becoming stronger about teaching because of that. I know that once I'm out there, I'm out there by myself. There's going to be other people I can talk to, but basically I have to deal with these situations. That's exactly what was happening this year.
>
> Intern 6: I rarely see some of the interns. Even when I see them, I don't feel that I have much in common with them. Maybe they don't like things about me. Maybe they don't just fit into my boat either.

As the interns witnessed a metamorphosis in the structural components of the program, the meaning of the "Brackenridge Interns" -- their group identity -- changed, too.

> Intern 1: [During] Our first year there was so much emphasis, there was too much talk about us being Brackenridge Interns.
>
> Intern 2: It sort of started off with people you knew you had at least one thing in common: you were all going to be teachers. It was a place to start. You weren't sort of stranded not knowing anyone. You had a group to identify with until you made your own friends. Then you went your own way, which was good.
>
> Intern 3: We thought we were going to be the only group going through. I guess some of it wears off when you have these other little groups going through the same thing. I'm very happy that there are other people getting involved and getting the opportunity that we are. But you kind of lose a little bit of "we're special" sort of thing.

The interns adopted a variety of strategies to cope with these changes. Some interns took it upon themselves to promote group activities and to foster group identity within the whole group.

These activities included celebrating birthdays, meeting for lunch, and studying together. Such whole group activities often resulted in the regular participation of a group within a group. As one intern commented, "They kind of plan them, like little luncheons at the end of the semester and stuff. I haven't really done anything with all the interns."

In an effort to maintain a sense of group identity, some interns chose to emphasize the group's uniqueness. Artificial distinctions were drawn between their group and the non-Brackenridge education group:

> Intern 1: We've had a head start. Somehow, I feel like it's going to make us better. We have four years instead of just two or three.
>
> Intern 2: We have a goal. We have a vision. It doesn't seem like you're just uselessly studying for what?
>
> Intern 3: Now we're getting into certain education classes together but other people are with us. I think we still consider ourselves essentially Brackenridge interns. But yet, there are others.
>
> Intern 4: I know that at least half of the interns didn't start that paper until the night before it was due. . . .We didn't agonize over it. We just did it the night before. It was funny. . . .I'll bet we all get A-'s or B+'s.

Another strategy adopted by some was viewing the group as uniquely committed to reform in teacher education. "You feel special" noted one intern. "You feel like there's a reason why you're going to school and killing yourself trying to study and do well in all of your classes. There's a reason for it."

Some interns, however, did not share their classmates' alarm over the perceived loss of group identity and groupness. As one intern concluded, "I think it's changed more from the fact that we've grown. The program has itself grown."

Maintaining a Special Edge: Perceived Differences Between Groups

One of the most interesting structural changes which occurred during the second year of the Brackenridge Program was the integration of the interns with other preservice teachers. For most of the seventeen interns, this integration occurred in two courses: "Schooling in America," instructed by the BIT Director, and "Growing Up in America," taught by another Department of

Education professor. In both of these courses, the interns composed slightly less than one-half of the class membership. The foci of this section are the unique perceptions held by each group toward the other and the explanations for the differences attributed to each group.

As noted earlier, the interns tend to view other education students as less experienced and knowledgeable about the teaching profession. Specifically, the cohort group was viewed by most interns as less knowledgeable about educational issues, more apprehensive about entering field settings, less sophisticated in the development of their own educational ideas, less cohesive as a group, less committed to education as a career, and less exposed to the practice of teaching and the everyday life of teachers. A few examples are provided below:

> Intern 1: I think the interns have a little bit of an advantage in that we know the issues. Even in the lab experience, most of my friends have no idea of the logistics of it.
>
> Intern 2: They are just learning some of the things we had in our freshman year . . . . Our minds have been thinking about it. We've gone out and looked at it and then thought about it again. We've gotten our own ideas. Now they're having to do that.
>
> Intern 3: I'm a lot more motivated. They miss the fellowship. They miss the support. They miss so many experiences. They miss knowing whether they really want to go into education or not.

Generally, the interns view these differences as both obvious and important. No intern asserted that these differences were due to native intelligence or innate giftedness: these differences were viewed in environmental terms. They were the result of unique opportunities which have been afforded to the interns as participants in a special program. Few, however, believed this gap in experience and knowledge will be narrowed. Opportunities will continue to knock on their doors by virtue of being in this special program.

Non-interns also see little *essential* difference between themselves and the interns:

> Cohort 1: I don't see any difference between them. They don't discuss any more or have any more to say.
>
> Cohort 2: It's not like you can look at all the students you're in class with and say, "She's a Brack." If I'm talking to somebody who has been teaching for three years

> and I've been teaching for one semester, then they're going to know a lot more about what's going on. It's not like they are vastly different or anything. I'm just not as focused and not as set.

Like the interns, cohorts viewed differences between the two groups as experiential. Unlike the interns, however, these differences were perceived by their cohorts as narrowing and temporary. Familiarity with school sites, practice in writing lesson plans and lab journals, knowledge about education and so forth were viewed as skills and competencies that will soon be acquired by all. As one non-intern remarked, "They have a real jump on us. But, it won't make a difference in the long run. Especially after the two years they are supposed to teach. Then we'll all be in the same boat."

In order to provide a better understanding for the cohort perspective of these experiential differences cited by the interns, representative cohort responses for selected differences are provided below:

> Apprehension about entering the field: "They are more confident just because they have done more teaching."
>
> Educational knowledge: The only difference I think is in some of their experiences they've had. They've gone to a lot of these conventions. They've heard a lot of different lectures that I haven't been able to hear."
>
> Development of own ideas: "The interns seem to have input on a lot of the things before the rest of us really get our minds around to making a comment. They seem to be right there. A lot of time I hear, 'Well, we studied this earlier,' 'I got this out of it.' They just seem to be on top of it. I'm not saying they're better students. They're very involved in class and they respond a little bit quicker."
>
> Enthusiasm: "They've made their decision earlier. Being in the program for a longer period, they seem to develop a higher enthusiasm. My enthusiasm

for teaching has developed the whole time I've been in this class. It's getting higher and higher."

Commitment to teaching: "They have a commitment to teach two years in San Antonio. That's not a very long time. But, it's still a commitment they are making."

The cohort group, too, perceived differences between themselves and the intern group that were neither experiential nor cited by the interns. These environmental and psychological differences included:

Support from the university: "Trinity and the Department of Education has more hope for these people. They care about them more. They're not apathetic toward us. They care about these people because they want this program to work out so well so that teaching can be improved."

Pressure to do well: "When they get out there they will have a lot riding on their performance."

Leadership: "They are being trained to be better leaders in the profession, not necessarily better teachers."

Goal orientation: "I don't have the same goals. Mine are much more individualized. If I can get five or ten students in the class real excited about computer science, I'll be happy."

While the cohort group had definite opinions about the type and degree of differences between their group and the intern group, they had a limited knowledge about the details of the Brackenridge Program. Most expressed support for such a program in principle. However, many resented the opportunities provided to the interns; opportunities in which they did not share.

These opportunities were not viewed as justified on grounds of native intelligence or teaching giftedness. Consequently, many considered them to be unwarranted advantages.

> Cohort 1: They get all these special opportunities. I think they're treated a little bit better than the rest of the education majors. . .There's [sic] several people who are really bitter. They graduated from high school a year before the program started. They've really worked hard. Then the new freshman come in and it's like they're running the show: "Hey! We're where it's at." It isn't too fair.
>
> Cohort 2: I don't see why they should have more than we get. If you want good teachers, you should give all of them everything.

From the TUC vantage point, the architects of the Brackenridge Program practiced a kind of tautological sleight of hand. That is, as one cohort observed: "Brackenridge Interns are different because they're treated differently." From this perspective, the difference between the Brackenridge Program and the general teacher training program is a difference in treatment -- not people. As another student concluded:

> Just the fact that they are Brackenridge Interns and they know that they are the Brackenridge Interns, that can have a positive effect on how they teach. They might get out and say, "I'm a Brackenridge Intern. I'm a good teacher."

While members of each group hold different perspectives of one another, personal relationships between members of these two groups are positive. Typical non-intern comments about the interns are:

> Cohort 1: A lot of them are very good friends of mine. They're just great.
>
> Cohort 2: They don't feel superior or elite.
>
> Cohort 3: They're all very kind. They are aware of what's going on with other people. They aren't self-centered. They seem to have a sharing kind of attitude.

At the beginning of the cohorts' professional training, there were indeed differences between them and the interns. The extent to which these differences are diminished or the degree to which both groups perceive differences to be maintained will be answered during the next few years. Most of the participants also have occasionally contemplated this question. As one cohort asked, "I wonder if the interns are going to be that much different?"

Confronting Program Enigmas: The Destruction and Reconstruction of Social Reality

During the second year, the interns confronted several dilemmas which called into question their understanding of the nature and purposes of the Brackenridge Program. These dilemmas resulted from structural changes in the program and their interaction with cohort students. This section will present several of these dilemmas, discuss the manner in which interns chose to cope with them, and examine the consequence of adopting these coping strategies.

As the second year proceeded, many of the interns became cognizant of differences between the image of the Brackenridge Program constructed during their freshman year and their experiences during their sophomore year. These experiences raised several questions regarding the interns' level of commitment to the profession and to the program. In dealing with these enigmas, their images of the Brackenridge Program were reconstructed.

One of the dilemmas voiced by several of the interns was the type and degree of commitment held by some of the interns. None of the interns challenged their own commitment to enter the teaching profession. Several, however, questioned the motivations others had for entering the program and their willingness to continue to teach beyond the two year minimum requirement:

> Intern 1: [Intern T] may show signs of commitment. But, if something else were to surface, I think that person would go for it.
>
> Intern 2: Even though the group, as a whole, has come a long way, there are still those few people who really do not give that much. I am really surprised by that. They just sort of sit there. They do not add much to the flow of classroom discussion. A lot of them are not participating in the trips and in the conventions.
>
> Intern 3: [Intern Q] is highly motivated. I have no doubt[Intern Q] will earn a doctorate. But, how long is that person going to be satisfied teaching public school? Why isn't Dr. Moore still in secondary education? He's not too old to be teaching in public school. You can make an impact in ten years. But, it means staying in the system.

From the perspective of these interns, not everyone is equally committed to teaching as a career or shares the same motivations for entering the program. Consequently, the image of the Brackenridge Program as a group of seventeen young men and women sharing a common purpose is at odds with their everyday observations. During the second year, the emphasis of the professional curriculum shifted from discussion about broad educational and social issues to the task of teacher training. Fewer opportunities were provided for the interns to speak at regional and national conferences, to meet with prominent individuals, to be interviewed by members of the media, and to attend intern seminars. More opportunities were provided for the interns to observe individually, to teach occasionally within classrooms and to pursue academic work in their field of study. As those first year experiences -- which largely defined their program -- diminished, the meaningfulness of the program also changed. For some, the program has become a footnote to their other activities and responsibilities: For many, the program has become an amalgamation of individuals or small groups. Strong, vocal leaders are surfacing within these groups.

> Intern 1: There's like six or seven of us who are, you know, we always eat dinner together and we run around together.
>
> Intern 2: There are some very distinct personalities. Like me, I share a really common personality with [Interns P and A]. I don't necessarily have the same personality as [Intern X] . . . There are also people who don't even group with anybody among the interns.
>
> Intern 3: Some of the interns we don't associate with as much because we never see them. Then there's the ones with similar interests. We all stick together.
>
> Intern 4: Those little groups of Brackenridge Interns, as a whole, are stronger.

As the interns began to realize that each of them did not share an equal commitment to either the program or to the profession, doubts about the accuracy of their images of the "Brackenridge Interns" emerged. Adjectives such as "highly intelligent," "interested in teaching," or "highly motivated" became tarnished under the glare of observation. Since, for many interns, the Brackenridge Program was synonymous with one group of seventeen committed participants, their image of the program became less believable. As one intern candidly remarked, "The first year everything was rosy. No one said anything bad about the program. We were all excited. Then, this year we started having some negative feelings about it."

Interns coped with this enigma usually in one of two ways. First, most chose to adopt an "insider-outsider" perspective. Like a family, problems and disagreements were kept within the group. The image the interns conveyed to the public, often times to the research team, and sometimes to Dr. Moore was at odds with their own observations and attitudes. One intern wrote in her journal:

> Before talking with you during our interview I had been feeling inadequate about becoming a teacher. Perhaps, in front of you and other authorities I feel I must be proud of my prospective profession. Truthfully...I don't feel like I will truly make a good teacher. But I *do* want to be a good teacher.

Doubts about one's career choice are expected of college students. The problem, of course, is that these men and women are more than just college students; they are the "Brackenridge Interns." The expectations that others have of the program and the commitments made by the interns, themselves, make it more difficult to acknowledge and deal effectively with feelings such as doubts about career choices, fear of failure, or misgivings about the program. Several journal entries from interns are illuminative:

> Intern 1: The fact that I and the other Brackenridge Interns have a specific goal to work for makes all the difference. I have other friends who are struggling to decide about a major and struggling even more to choose a future career. This is, of course, a disadvantage to this type of commitment: I don't feel the freedom to change my career plans.
>
> Intern 2: One education major told me that there was no way Dr. Moore would allow any interns to fail. Now that I think about it, it's true. If we fail, he fails.
>
> Intern 3: [My BIT] scholarship puts an added pressure on me to see teaching through -- almost as if I can't turn back. I know I don't want to, but the thought surfacing just makes me uneasy.

These commitments, real or perceived, certainly affected how some of the interns chose to deal with conflicting images of the Brackenridge Program. While many adopted an "insider-outsider" perspective, others simply withdrew -- physically or psychologically -- from the group. Rather than sharing their misgivings about the program with others inside the program, these interns withheld thoughts and feelings. As one intern remarked, "I must be more cautious of my actions and words around other interns since they may be misinterpreted." The problem, they believed, was within themselves. Conveying their apprehensions to other interns, these individuals thought, would be considered traitorous.

As the euphoria and excitement of the First Year receded, the interns confronted program problems and paradoxes during their Second Year. While their reactions to these enigmas were idiosyncrantic, by the springtime of year two every intern acknowledged that their images of the Brackenridge Program, if not themselves, had changed. This destruction of a simpler reality and an emergence of more complex realities, if not inevitable, is arguably desirable. As one intern observed:

> Whenever I am enchanted with someone or something, I always experience a big letdown when it doesn't meet my idealistic expectations. Eventually, my perspective of the Brackenridge Program will balance out.

TOPO SCALE

Teaching Orientation/Program Orientation Scale (TOPO)

Emerging Issues

In the first year of the Brackenridge Internship in Teaching research project, interns were categorized into sub-groups that described their career orientation as a function of their level of commitment to the teaching profession. Career orientation was assessed on two points: a) explicit long-term commitment to teaching (strong or weak) and b) serious consideration of teaching as a career option (yes or no) before and after one year of the program. Four sub-groups emerged: "Converts," "Mavericks," "Reservationists," and "Traditionalists." (See Sears, Moyer, & Marshall [1986] for a complete description of the sub-groups.) It was apparent that during the course of one year in the program, there was a shift in career orientation for many of the interns.

In the second year of the project, interns not only focused on teaching as a profession, but also on aspects of the Brackenridge Internship in Teaching program. It was during the second year that interns began to notice structural changes in the program. For example, the program's group meetings were not occuring as frequently as in the first year, the program's director was no longer involved with the interns on a daily basis, and the interns were integrated into classes with other education majors. These changes were the cause of uncertainty and mixed feelings about what interns saw as the future direction of the program. Therefore, it was important in the second year to examine the interns' commitment to the profession and their commitment to the BIT program.

Evaluative Framework: TOPO

A method was developed to assess and summarize the level of each intern's commitment to the BIT program. Commitment to teaching was judged on the basis of an intern's intentions to teach for five years after graduation. Commitment to the Brackenridge program was determined by the amount of involvement and positive feelings expressed about the program. Commitment was judged as "yes" or "no" according to the definitions presented above. In addition, the motivation (orientation) for the level of commitment in each area was determined to be primarily for personal reasons, primarily for professional reasons, or for both reasons. A personal orientation included love of children, enjoyment of working with people, convenient working hours, and three-month summer vacations. A professional orientation stemmed from a voiced desire to impact various aspects of education, such as to improve the image of the profession or to improve the quality of education. (See Figure 4 for a visual model of the evaluative framework.)

Insert Figure 4

To determine interns' commitment levels and orientations, qualitative and quantitative data were consulted. (Note: Refer to Appendix S for an outline of the procedure and the specific qualitative and quantitative data employed.) The process called for the researchers to reach agreement on the following questions:

Commitment to Teaching

T 1. Does this person have a long term commitment to teaching (more than five years)?
(1 = no, 2 = yes)

O 2. To the extent to which this person is commited to teaching, is s/he motivated primarily for personal reasons, professional reasons, or both?
(1 = personal, 2 = professional, 3 = both)

Commitment to the Brackenridge Internship in Teaching Program

P 3. Is the person involved in and does s/he have positive feelings about the BIT program?
(1 = no, 2 = yes)

O 4. To the extent to which this person is involved and positive, is s/he motivated primarily for personal reasons, professional reasons, or both?
(1 = personal, 2 = professional, 3 = both)

Answers to these questions resulted in a four digit code for each intern that summarized the intern's *teaching commitment* (**T**), *teaching orientation* (**O**), *commitment to the Brackenridge program* (**P**), and *orientation to the program* (**O**). The code 2123, for example, is interpreted in the following way. This intern expressed a long term commitment to teaching in the classroom (**T** = 2 = yes) for primarily personal reasons (**O** = 1 = personal) and voiced a strong commitment to the Brackenridge Internship in Teaching program (**P** = 2 = yes) for both personal and professional reasons (**O** = 3 = both).

Reliability

To insure the reliability of the codes for each intern, a hypothesis testing procedure using evaluations of the data by three judges was followed. The procedure required that a single quantitative measure (e.g., results on the attitude survey) be reviewed to develop a hypothesis prior to examination of other data sources. Next, a null hypothesis was developed and specific data were consulted in order to disprove the null hypothesis. In this way, the initial response of the judges was assumed to be false and had to be disputed by specific comments of interns found in the qualitative data and interns' scores on quantitative instruments. If the data did not disprove the null hypothesis, the original response of the judges was accepted as valid and the code was assigned. This procedure was followed for each of the four questions for all seventeen interns.

Results

Thirteen of the interns indicated a long term commitment to classroom teaching (76.5%). Their motivation in over 65% of the cases stemmed from primarily personal (n=5) and both personal and professional (n=6) reasons. The other two interns were committed primarily for professional reasons.

Interns' commitment to the BIT program in this second year was almost equally split. Nine interns were not very involved or positive about the program, while eight expressed just the opposite. Interestingly, however, none of the interns was committed to the program primarily for professional reasons. They were equally split between personal (n=8) and both personal and professional (n=9) reasons.

Of the sixteen possible four-digit TOPO code patterns, the eleven generated by the interns reflect great diversity. The codes on which two or more interns' clustered were 2323 (n=3), 2111 (n=3), 1311 (n=2), and 2313 (n=2). Codes for each intern are included in Table 10.

Insert Table 10

The power of such a coding system is largely generative in nature. From such a system, archetypes can be developed and refined. For example, a student with a 2323 code is one who expresses a long term commitment to classroom teaching and to the BIT program. The reasons for such high levels of commitment are based upon the fulfillment of personal needs and professional involvement. One would expect this individual to be actively involved in a variety of aspects related to the practice and shaping of the teaching profession. The BIT program, as seen by this individual, appears to be one way to influence the profession.

A student coded 2111 indicates strong commitment to teaching but less strong commitment and involvement to the BIT program. Personal benefits gleaned from teaching and the program will keep this person in the classroom. One would expect this individual to continue teaching for many years, finding satisfaction in her/his involvement with students, enjoyment from teaching, and reward in teaching's flexible schedule.

Someone with a 1311 code, on the other hand, would be expected to have a low commitment to classroom teaching and involvement in the BIT program. Whatever her/his feelings about teaching, they are rooted in both personal and professional goals. It would be expected that this individual would not be teaching for more than the two years required by the BIT program. Perhaps this person would search for other means than classroom teaching to impact the education profession.

A final example of an archetype is someone whose code reads 2313. A high level of commitment to classroom teaching for personal and professional benefits characterizes this individual. One would expect this person to be teaching for more than five years and to be involved in broader aspects of the profession. Contact and involvement with the BIT program, however, would be minimal. Contrasted with the first archetype (2323), this individual does not credit the BIT program with an ability to significantly impact the teaching profession.

These TOPO codes suggest ways in which one might evaluate the formative success of the BIT program in a broad sense. Is it reasonable to believe that the greater the number of interns obtaining a certain code (e.g., 2323), the more successful the program to date? The coding system acts to generate critical discussion relative to such questions. At first glance the 2323 would appear to be an optimal code indicating a successful program. The assignation of the number 2 in both the 'T' and 'P' positions is obviously important. One might assume, too, that a combination of personal and professional motivational factors is desirable, or that the number code for either 'O' position is far less important than the 'T' and 'P' positions.

One might argue, however, that persons with a stronger *personal* orientation to teaching (a 2 in the initial 'O' position) may find it easier to persevere as classroom teachers than those whose commitment is a combination of personal and professional. Thus a 2223 code may be more successful in the long run, for some, than a 2323 code. On the other hand, perhaps persons who are more *professionally* motivated toward both teaching and the BIT program (i.e., a 2222) have developed a broader definition of the education profession and will, therefore, be in a better position to promote educational change from a variety of perspectives within their communities. The TOPO coding system enables the researchers to pursue such questions.

An examination of how the Brackenridge Interns' explicit commitment to teaching has changed *across the two year period* can provide an evaluation of the program's potential influence. Table 11 compares the percentage of interns who felt a strong and weak commitment to teaching at three points in the Brackenridge Internship in Teaching Program. After a decrease in the percentage of interns who expressed a long term commitment to teaching at the end of the first year, the percentage of interns who voiced a strong commitment increased 7.7% from the beginning of the first year and 36.5% from the end of the first year. What contributed to the fluctuations? It is possible that the integration of the Brackenridge Interns with other education majors and the selection and involvement in their own specialty area affected the voiced commitment of the interns. A comparison of commitment between the BIT and TUC groups utilizing the TOPO scale will be useful in the third year (Otis-Wilborn, 1987).

Insert Table 11

INTERPRETIVE ESSAY

The Second Year:
An Intern's Journal

This journal is a representative composite of an intern's experience during the first semester of year two of the Brackenridge Internship in Teaching program. Based upon the data presented in this report, it is clear that no one journal can represent the seventeen unique personalities and their diverse, personal experiences during the second year of the Brackenridge Program. It is equally evident, however, that several themes pervade year two of the program and the interns' experiences in it. This facsimile journal, then, focuses upon the similarities of experiences, feelings and perceptions held by many of the interns.

The words in this journal have been taken verbatim from the journals contributed by fourteen of the seventeen interns. When necessary, changes have been made to insure anonymity and/or to add clarity.

****

September 9, 1985

Although school has been in session this sophomore year for over two weeks now, the class with my fellow interns met for the first time today. I can already detect a change from last year -- everyone is much more relaxed and independent in personality and task. Dare I say mature? Maybe that's pushing it. Some of us, including yours truly, still have some simple growing up to do. The "cliques" are still apparent -- maybe even stronger than ever. I'm still guilty as I seemingly appreciate the moods of several individuals overall. I wonder, how do the rest consider me?

September 11, 1985

Dr. Moore called this evening. He asked me to be a mentor for his Saturday Morning Experience [SME] program. I'm really thrilled and flattered. At first, he asked the guys if they were interested, but they had other commitments. Others talk about SME like it is a great honor to be chosen as a mentor. Only those who really have their act together participate. I was really surprised that he asked me to do it.

I feel like I have learned a lot about the current issues and the issues that affect the quality of teaching. But, can I take the information and put it to use in the school? I am both excited and apprehensive about this year. Sometimes I wonder, what if I can't make it? I mean, I could probably make a difference for a few kids, but isn't the whole purpose of our program to make a sort of large scale difference? Seeing the CBS show, I would not hesitate to say, "yes!" I believe that myself and the other interns will make strides in education. It seems as though the more bad we hear the more we toughen in our determination. The pressure, though, is hard to carry.

September 15, 1985

I finally went to see the video-tape of CBS Sunday Morning of a week ago -- the feature story is the interns. I was pretty impressed by what they chose to air -- only about ten minutes of two hours of work! The part of the education story that preceded Trinity was very depressing. There was a male elementary school teacher in Virginia saying things like, "I wouldn't encourage my kids to go into teaching. There's just no benefit to teaching nowadays." Another part of it showed striking teachers in Chicago saying terribly negative things about teaching.

As interns, we will be scrutinized as long as we remain part of this program. Living up to people's expectations and, much more, my own expectations is tough. The scholarship puts an added pressure on me to see teaching through -- almost as if I can't turn back. I know I don't want to, but the thought just surfacing surprises me.

September 16, 1985

Last Friday was my first day to go to Haverford School, to meet my master teacher, and to get to know the school. I loved it! My teacher was so friendly and it was great to talk to the principal. He was great, 'cause he really seemed genuinely interested in what I'm doing and about the Brackenridge Program, itself. Sometimes I think that this program has gained so much publicity that it is really easy to strike up a conversation about it.

I was amazed at how much I had forgotten about the routines of public schools. Being out of touch with "the system," I had forgotten what it was like. That is, all the little things: the level of maturity of the students, the rules and regulations, etc. In one year I have become very unaccustomed to the public school atmosphere... Internally, I felt that I was definitely different than I had been when I had attended public school. I had had a taste of freedom. I was not quite ready for the shock of my return. Behind the principal's desk sat the head of that institution. What he said ultimately went. None of the messy tackles with bureaucracy we encounter everyday at Trinity.

September 24, 1985

People always ask, "What are you planning to do with your degree?" When I answer, "Teach," I feel compelled to explain about the Brackenridge Intern Program. I guess I feel more justified in making the decision to teach by saying that I belong to a "support group." I was even somewhat amazed that they were not familiar with the program. I came away from the conversation feeling proud of the association. I am part of a program that will have an impact on the teaching profession.

September 27, 1985

Thursday was my first day working at Haverford. I arrived around 11:30 and stayed until 2:45. I am completely overwhelmed, excited and anxious. I am overwhelmed because I never realized half of the things involved in teaching: paperwork, association with other teachers and the administration, and the close interaction with students. The practical side of teaching, in a sense, is what seems to surprise me. I am excited because I realize one day I, too, will be teaching in an atmosphere similar to the one I am in now. I am anxious about several things. First, it seems like three hours a week isn't enough for all that I can learn. Phyllis, my master teacher, treats me as an apprentice sharing with me the detail of classroom organization and possible areas of frustration. I wonder, will I be able to relate to the kids as well as Phyllis? How do you know where to draw the line between teacher and friend? So far, though, the hardest part of the job has been figuring out what makes each of my kids tick. That, of course, is a part of every teacher's job and what we are supposed to learn from our case study assigned by Dr. Moore.

I am finding myself bogged down with work -- my field experience and being a Saturday Morning Experience mentor are starting to affect my other school work. I want so badly to get an "A" in Dr. Moore's seminar. I am making that a priority. I don't know why the "A" is so important to me. Sometimes I feel a bit of competition with the other interns; sometimes I feel that I want (or need) to prove that I am worthy of the program.

September 29, 1985

Going out to the school each week has its good and bad points. The bad points are that it takes a long time, not only at the school, but also driving out there. I spend three hours at the school and a half-hour to get there and back. This is a tremendous amount of time to spend on a one credit hour course. In addition, I must write two papers and keep a journal (aside from this journal which I am writing for you). It seems that a tremendous amount of work comes with the Brackenridge Program. The good point about this practicum is that it will be fun, hands-on, practical experience.

The practicum, of course, is not my only course. Monday I had a major exam and a major paper due. My paper was due at 10:30 and my major exam was due at 11:30. Wow! I was worn out by noon. I figured out that no matter how much sleep I get every night, I'm bound to fall asleep or start to in at least one of my classes. Well, I am about to fall asleep (just kidding), so I better go.

October 1, 1985

The feeling of prestige of being an intern has died a bit. I am still very gung-ho about the program. I just no longer feel like an "elite." The reality of my future career is slowly being raised to me through my field experience. I am not going to be a "distinguished teacher" just because I was once of Brackenridge Intern. The reality of that has finally hit me. I will, however, be a great teacher because of the program.

Teaching really isn't an 8 to 4 job. The concerns are effective around the clock. Honestly speaking, I never would want my days to end with a bell-- I myself didn't care for those teachers of mine who followed this routine in school. Classroom involvement is only a small percentage of the fun and learning.

I admire Phyllis' bond with all her students Even though her style of lecturing and tests needs to be more enhanced, she gives the basics. Her philosophy about teaching is that you need to treat each student as an adult and an equal if you want the person to act like an adult. This is a small part of my own philosophy which I haven't yet figured out completely. But, I don't want to be the type of teacher that tells the kids to shut-up and rebukes them in a manner that makes them feel worthless. I want to establish mutual respect.

October 4, 1985

School is once again becoming overwhelming. It is encouraging, however, to know that I am working toward a specific goal. I know other college students who feel as if much of their time is wasted in college because they do not feel like they are working toward any goal. I know as long as I complete the requirements I will be doing something meaningful in three years.

The practicum is great. The only problem is that it raises even more unanswered questions: How do you motivate students? How do you keep up with the paperwork? Dr. Moore met with all of us (interns) this week. Everyone seems to be progressing on their practicums/case studies very nicely. I think Dr. Moore was a bit discouraged that I have not been more actively involved/encouraged by my teacher as far as classroom interaction is concerned. Actually, things are picking up. Phyllis will allow me next week to lead a classroom discussion. I wonder, did Dr. Moore have anything to do with that?

October 9, 1985

What a week! Since I was told that I would be leading a class discussion (although only a small one), I rigorously prepared for a couple of hours the night before. The next day, Phyllis informed me that her classroom activities would take the entire time. As a result, I ended up grading worksheets.

I think that everyone must think Brackenridge interns are superhumans. I feel under so much pressure. Midterms, midterms and midterms. This seems to be everyone's topic of discussion these days. I don't know how to cope with it -- my teachers all seem to feel that their classes are the most important at the university and that we students don't have any other commitment/activities that are necessary. I certainly won't be as inflexible and unyielding as they when I teach. True, discipline in the classroom is essential but occasional sympathy is equally as important. How else can you gain favorable results?

Rumor has it that Dr. Moore expects us to take 24 hours of education classes. The lab we are doing now only counts for one hour... Not only do we have to meet the requirements from our major, plus Trinity's general education, plus the state requirements for teacher certification, but we also have to take classes mandated by the Education Department... There better be some kind of mistake. Dr. Moore has always made fun of "education" classes that turn out teachers who know *how* to teach (theoretically) but don't know *what* they are supposed to be teaching.

October 14, 1985

Are you really learning in college? As I sit through my courses each day, I am constantly bombarded with formulae, theories, themes of stories, etc. I am often irritated by the amount of material that is thrown at me in one semester -- in one day! When I start a new semester, I find myself saying, "Here I go again." The professors refer to material covered last semester. I am only able to remember the topic; I am unable to recall the specifics. I am discouraged and disgusted that I cannot do work which we spent four weeks on the previous semester. I feel that I have wasted my time. I realize now, however, that college is not learning and recalling every bit of information thrown at me. College is just a place where I am simply to be exposed to knowledge, topics, subjects and many other aspects of life. Yes, it is true that I will recall some material, but the reason for college is to be bombarded with as much information as possible, and then to choose what I really want to learn or retain. I will know that I really know the material when I am able to explain it to someone else.

I am learning a great deal from Phyllis. She answers my questions (and there are many) openly and honestly. She does not portray teaching as glamorous nor does she complain constantly about some of the difficult circumstances.

October 21, 1985

I've just discovered another problem with the system -- substitute teachers. Phylis had a meeting to go to so a substitute teacher came. "Babysitter" would be a better word. She didn't know a thing about the subject. Even though the students were given an in-class assignment, they still needed someone who at least had some knowledge about the subject. The experience, though, was good for me because it gave me a chance to work with the students. But, if I hadn't been there . . .

Today the Brackenridge Interns had a regular class meeting. I felt really good afterward. We don't have seminars regularly any more due to the practicum. Anyway, it was beneficial for us to all get together and just rap about our experiences in the schools and talk about some of the things that we feel are important about teaching. The internship is not just a group of individuals with similar interests in education. More that that, it is a group of people who have come to accept one another regardless of personal differences. This fellowship is beneficial for several reasons. First, there are at least sixteen other human beings you know on this campus. Second, you have the opportunity to discuss ideas and beliefs with other individuals with similar career goals. It would take more than a little outside disagreement to forsake my goal of teaching.

October 28, 1985

I spent the entire day shadowing a girl around to all of her classes. I am so tired. Now, I remember why I used to be so tired in high school. I just really wish that I didn't have school (Trinity) concerns and homework. I would really love to become completely involved in my field experience. However, because of the heavy workload, I cannot afford to spend hours preparing for teaching. Sometimes I wonder if I am going to let Dr. Moore down. I wonder if he expects too much from me or whether I am too lazy to deliver. Perhaps the most frightening aspect of this dilemma is that I may only be a mediocre Trinity student. This is entirely possible. Although we (the interns) were the best in our high schools, we were recruited because of the quality of teachers has been declining over the past years. If the system is bad, the fact that we were the best in it has little meaning. If we are going to be a disappointment, the internship will have been a collosal *faux pas*.

November 2, 1985

Today I took the PPST. Boy, I better have passed it! It seemed so simple. Dr. Moore would have my hide. I can just imagine the headlines: SUPPOSED BRIGHT STUDENT FAILS SIMPLE TEACHER EXAM. You know, it seems so long ago when I came up to Dr. Moore's office to be interviewed for the scholarship. The awards ceremony, too, seems so long ago. I can't say that any particular thing has happened lately to me that I can associate with being a Brackenridge Intern.

We don't spend a whole lot of time together as a group anymore. For the most part, I don't feel that I interact with others *as* a Brackenridge Intern. . . . I'm just me.

November 5, 1985

The problem is that the education class has turned into a 3 to 4 hour course! In our three-hour weekly visits over the semester, we are to work with a master teacher (hopefully learning from her techniques and methods), help her teach sometimes, grade papers, take roll, interact with the students, etc. In addition to this, we are to tour the school one day, observe other classes, shadow a student, write a case study on a student (knowing the student's emotional, social and intellectual development), prepare a paper on teaching and the conditions of teaching (which is to reveal our philosophy on teaching), and get a "world" view of the school system. School is getting more and more smothering. The next few weeks are going to include lots of research, lots of writing, lots of typing, lots of reading, and hardly any sleep. I think the key to juggling so many activities is time management. I have finally learned that this semester.

November 13, 1985

I shadowed Freddie. I couldn't believe what I observed. In his first class (physics) the students have only covered two chapters. The teacher was terrible -- and she's the department chair. The class was in chaos the entire time. The students said it was usually like that. What is worse is that the students called the class "pre-calculus/study hall." They all did their pre-cal homework in class. The teacher didn't lecture very often. Usually, she assigned problems from the book to work on during class. The day I was there she wanted the students to work on a lab write-up they had done the day before. The students told her that they had turned them in. She said she would pass them back. The students went on talking and doing other homework. After 20 minutes she asked them why they weren't working on the lab write-up. She had not passed them back; she forgot . . . The rest of the day went well. I learned a lot about Freddie.

It seems strange to me to see teachers as if I were "one of them." It is still amazing to me that teachers are real people. I imagine I feel this way because at this point I identify more with the student than with the teacher. The longer I go to the practicum the more questions I have: How can we get bad teachers out of the classroom? How did they get into the classroom in the first place?

November 20, 1985

I taught this week. I learned these lessons: First, do the assignment before you ask your students to do it. Second, some students lack motivation but with encouragement they can do just as well as anyone else.

The fact that I, and the other Brackenridge Interns, have a specific goal to work for makes all the difference to me. I have other friends who are struggling to decide upon their major, much less struggling to decide upon their future careers. I can see a disadvantage, too, in this commitment. Certainly, I do not feel the freedom to change my career plans.

The only thing that I am discouraged about is the fact that I have to write six papers over Thanksgiving. I have four papers due the Monday after Thanksgiving, one the Tuesday after Thanksgiving, and one the Wednesday after Thanksgiving. . . I will survive.

November 26, 1985

Well, I managed to knock off three of the papers I had to write over Thanksgiving since Monday. I am very relieved. I definitely see the end now. I cannot wait until Christmas. I need a break.

I passed out questionnaires to 30 teachers at the school to see if I could gather more information for the paper I am writing for Dr. Moore. I only got one back. The teachers seem to have so much paperwork to do. I also turned in my case study to Dr. Moore today. Freddie was very average and I had to fill in a lot of information from my own opinion. But, as a teacher this will be a common task. If I can't, then how will I know each student? Even though it sounds idealisitic, I want to be able to cater [to] or approach each of my students [according] to their special personalities or backgrounds -- at least in some situations. From what I've seen, it won't be possible too often because there isn't the time. But doesn't that frustrate those teachers who want and believe in this ideal? I'm sure it does. What I would like to know is how they compensate?

December 4, 1985

Education has affected much of what I talk about with other people. It has most affected or been correlated with my speech class and my psychology course at Trinity. In my speech class, I did two speeches on topics concerning education -- 1) a persuasive speech on the crisis in teaching, and 2) a speech of advocacy for the no pass/no play rule in Texas. Researching the first topic gave me more insight into the problems of my teaching profession. I have become more involved in trying to let people know about teaching and education. People need to know because they are the ones who can really help straighten-up the present system. Without the public, we cannot do much.

December 9, 1985

I'm really glad I did the practicum. I wasn't too excited at first, but it was really fine. The best part was tutoring the students. It helped to build my confidence to know that I could actually help the student gain a better understranding of the material -- not just that I knew the material. I know I am going to like teaching.

The Brackenridge Interns are not as "united" as I had hoped when I entered Trinity. However, this year that has changed somewhat. First, I consider every intern a good acquaintance. Whenever I see any of them in passing, we *always* speak. Second, the intern program and the interns are reassurances that my choice of teaching as a career is okay -- that it is good! They have all made the same choice and there is a bond because of that choice.

December 12, 1985

Yesterday I was looking back at my year and a half as an intern. I was trying to establish in my mind the advantages the program gave me as an intern in teaching this past semester. I think the biggest benefit of my observation/practicum with a master teacher was having to prepare my own lesson plans for a teaching unit. I worked so hard on that unit. I am so glad that because of my . . . experience I now know that teaching is hard work. It entails constant research and *much* preparation. I am not going to become "enlightened" upon graduatioon. I will never oossess all of the knowledge needed to teach my students. Well, finals are approaching.

December 18, 1985

By the way, I received an A- on my student profile. Dr. Moore is going to the Far East for a couple of weeks. I don't know how he is going to grade our "teaching" papers. Mine was really bad. It was one of those "mass produced" papers that I cranked out over Thanksgiving. But, I have survived another semester. I am sure I will be around for many more. One person who is not an intern told me that there was no way Dr. Moore would allow any interns to fail. Now that I think about it, it's true. If we fail, he fails.

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APPENDICES

Appendix A:

Working Hypotheses -- Summer 1986

Working Hypotheses -- Summer, 1986

I. The interns' sense of groupness has shifted from a structured to a psychological one.

  A) This shift is due, in large part, to changes within both the structure and environment of the BIT program

    1. Some interns react positively
    2. Some interns react negatively
    3. Some interns are neutral to this shift

  B) Multiple psychological structures may result from this shift

    1. Effort to construct an artificial within-group cohesion
      a) within the whole group
      b) within parts of the group
    2. Effort to construct an artificial between-group distinction
    3. Effort to construct an artificial UNIQUE refprm group distinction
    4. Effort to diminish distinctions of any sort

II. Differences between the BIT and TUC groups are primarily experiential, not innate.

  A) There is more diversity within than between groups

    1. Differences within the TUC group are greater than those within the BIT group
    2. It is hypothesized that whatever differences exist between the groups will diminish during year three

  B) The primary difference between groups is their first three semesters at TU.

    1. There are no significant differences in variables such as GPA, SAT, course grades in SIA and GUIA.
    2. The induction phase (first three semesters) was the cause of the between-group differences which might include:
      a) Commitment to teaching
      b) understanding of the profession
      c) Knowledge about schools, etc.
      d) Knowledge about teaching (i.e., effective teaching)

  C) Group perceptions of each other are accurate

    1. Each group attends to a certain "set" of descriptions related to the other group
    2. Perceived and actual match

III. Confronting program dilemmas: The destruction of social realities

A) The dilemmas:
   1. Committed group vs individual with varying commitments
   2. Social/educational reform program vs teacher education program
   3. Unique set of people vs several unique sets of people
   4. Specialness: Groupness vs individuality

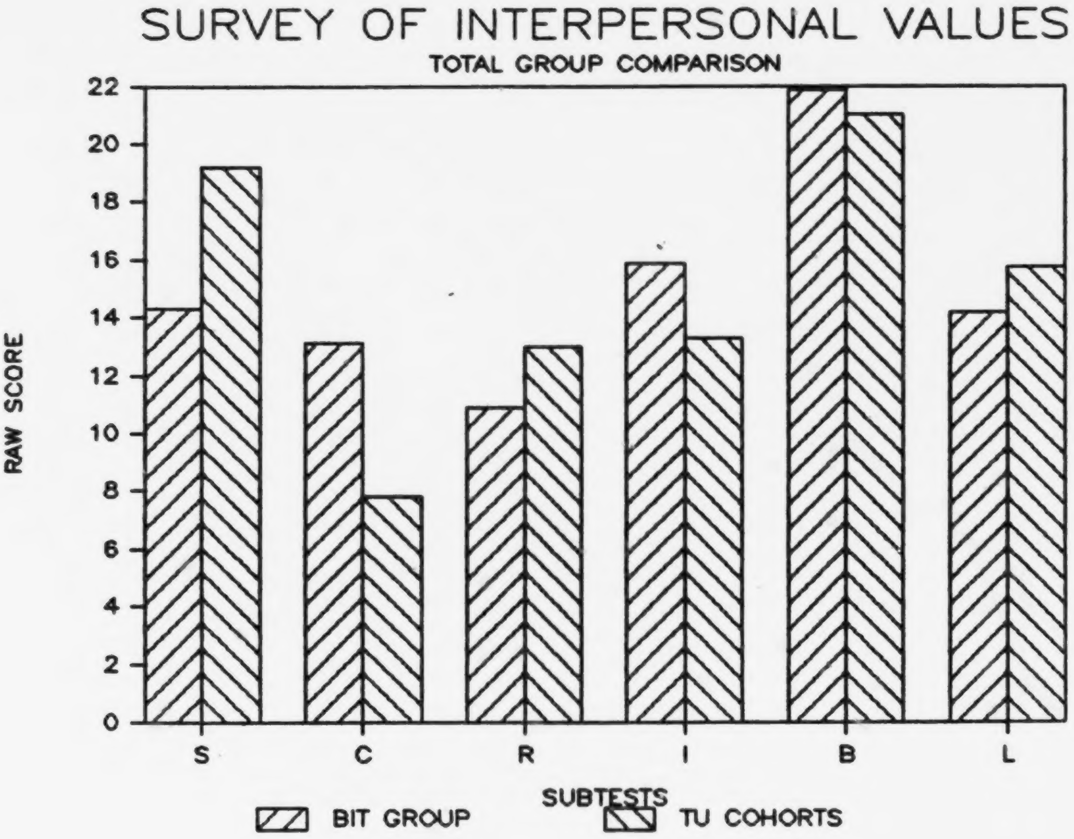
B) Coping with the dilemmas
   1. Insider/Outsider perspective
   2. Withdrawal
   3. Challenge

C) Consequences of the dilemmas
   1. Reduction of personal dissonance
   2. Production of personal dissonance

D) Paradoxes
   1. Identifying less with group produces greater specialness of the group
   2. Medium is the message

Appendix B:

Visual Comparison of BIT and TUC Groups on Subtests of the Survey of Interpersonal Values


SURVEY OF INTERPERSONAL VALUES
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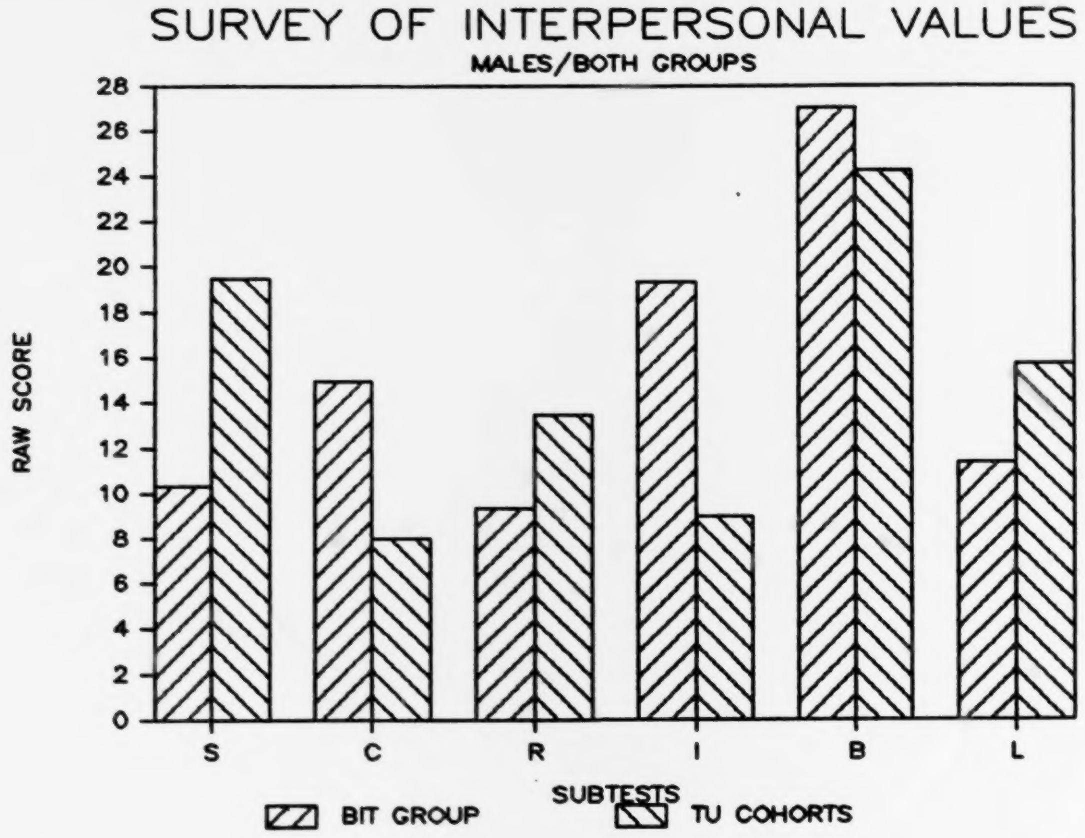
SUBTESTS
▨ BIT GROUP
▧ TU COHORTS

Appendix C:

Visual Comparisons of BIT and TUC Groups by Gender on Subtests of the Survey of Interpersonal Values


SURVEY OF INTERPERSONAL VALUES
MALES/BOTH GROUPS
RAW SCORE
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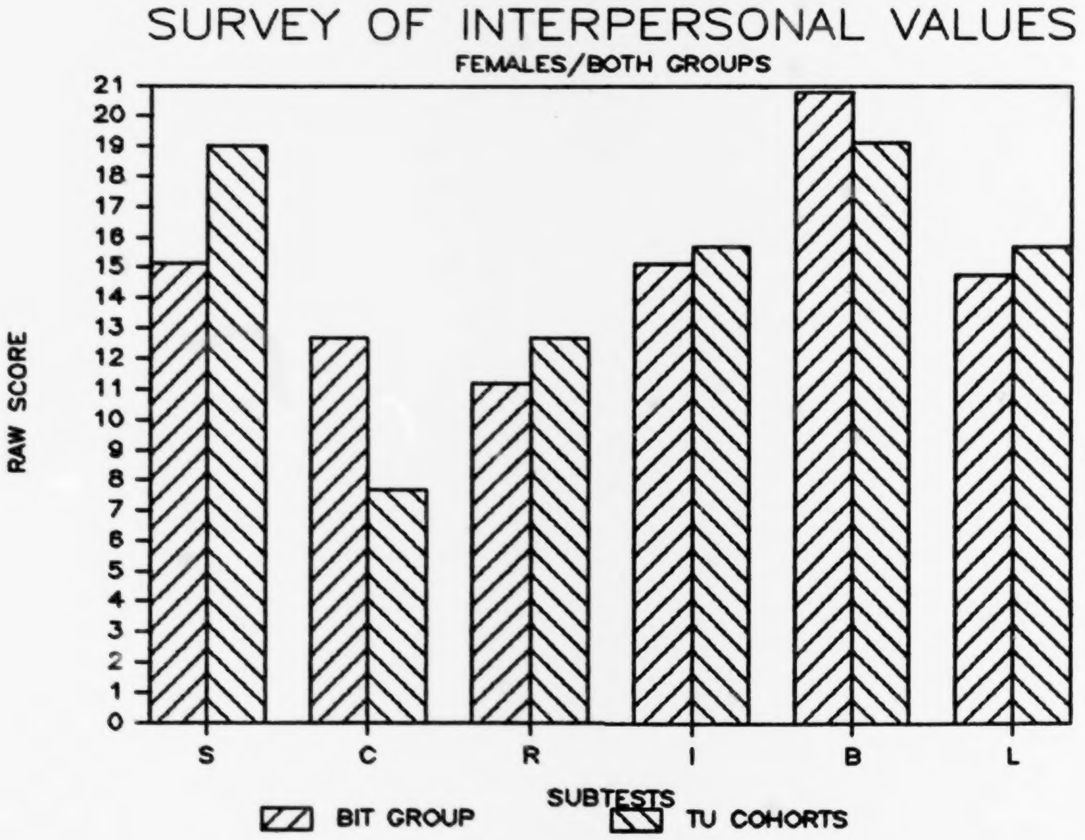
SUBTESTS
BIT GROUP
TU COHORTS


SURVEY OF INTERPERSONAL VALUES
FEMALES/BOTH GROUPS
RAW SCORE
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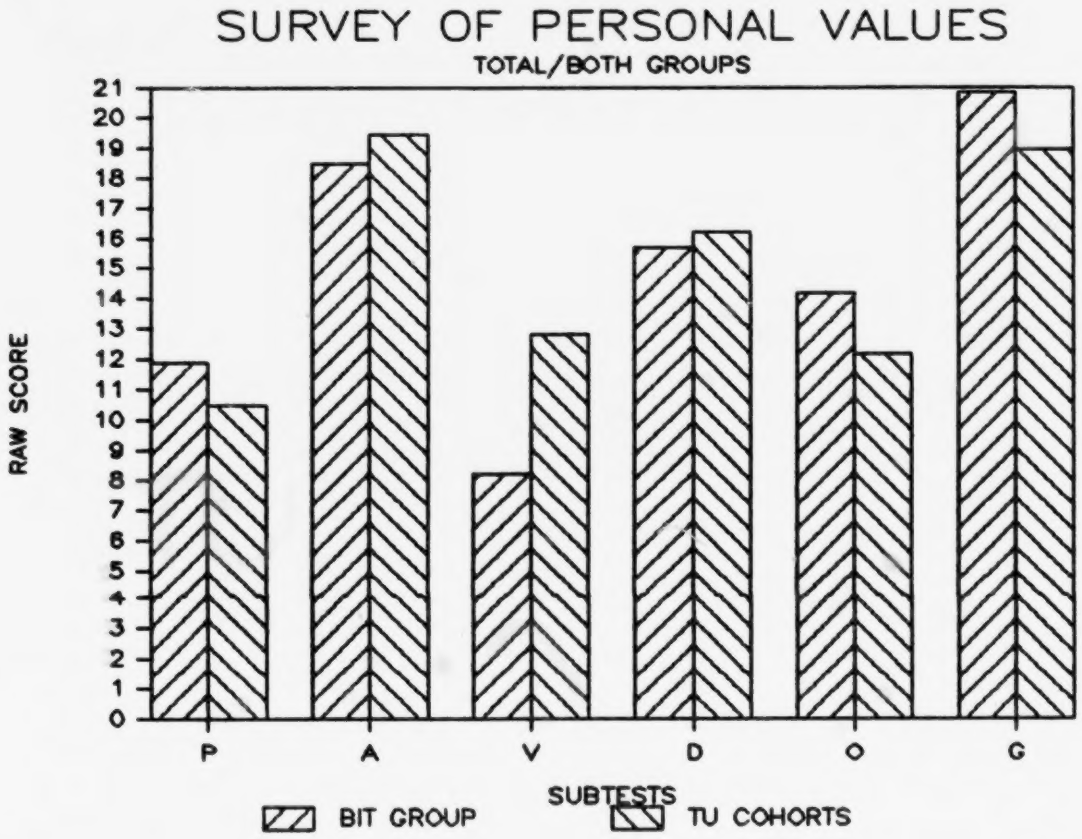
SUBTESTS
BIT GROUP
TU COHORTS

Appendix D:

Visual Comparison of BIT and TUC Groups on Subtests of the Survey of Personal Values


SURVEY OF PERSONAL VALUES
TOTAL/BOTH GROUPS
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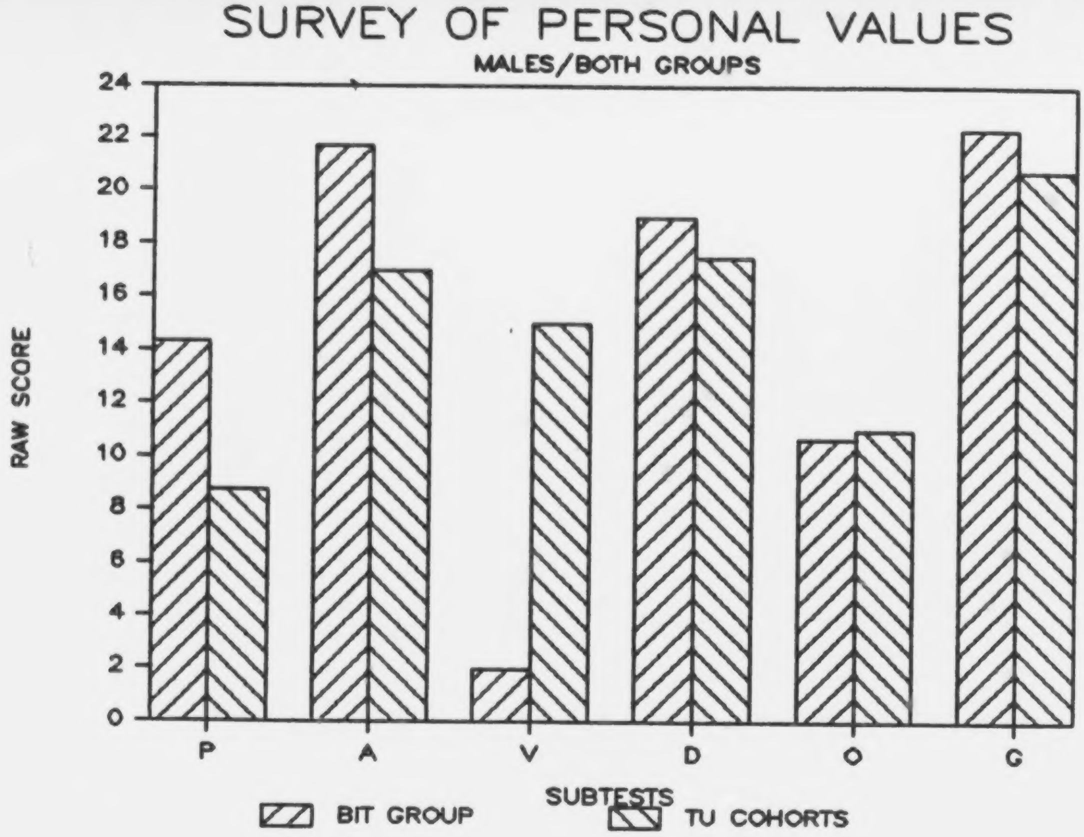
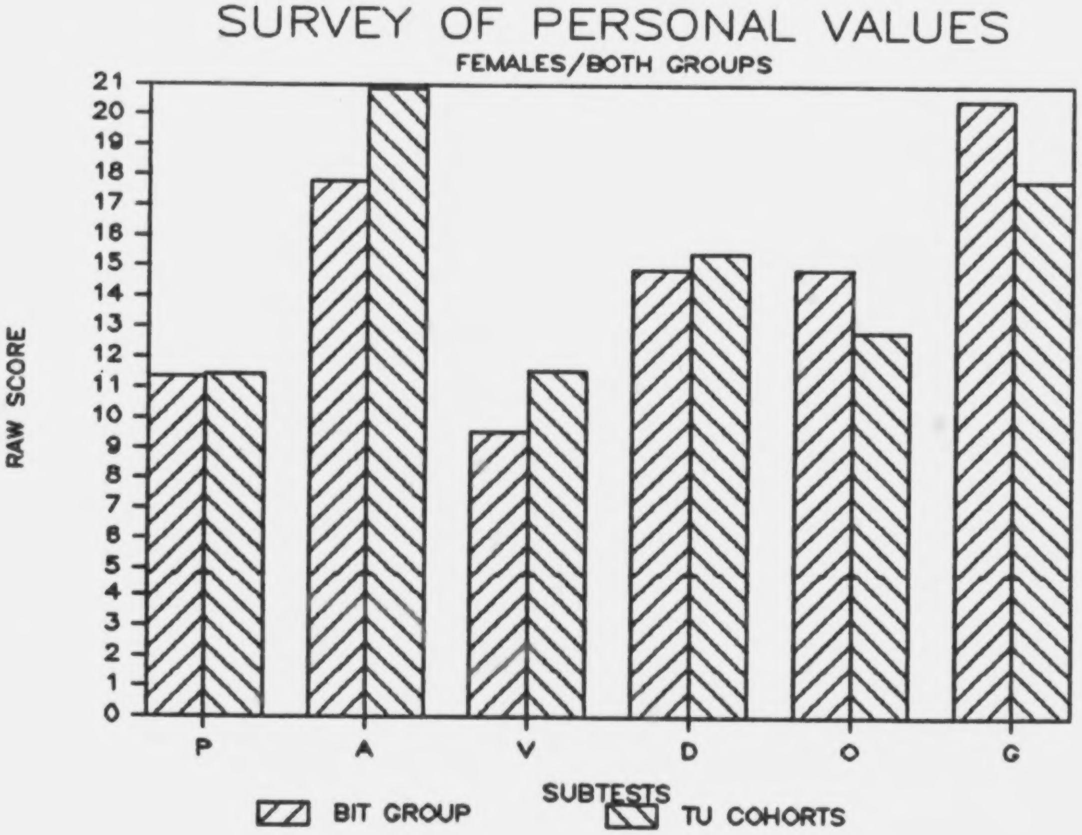
SUBTESTS
BIT GROUP
TU COHORTS

Appendix E:

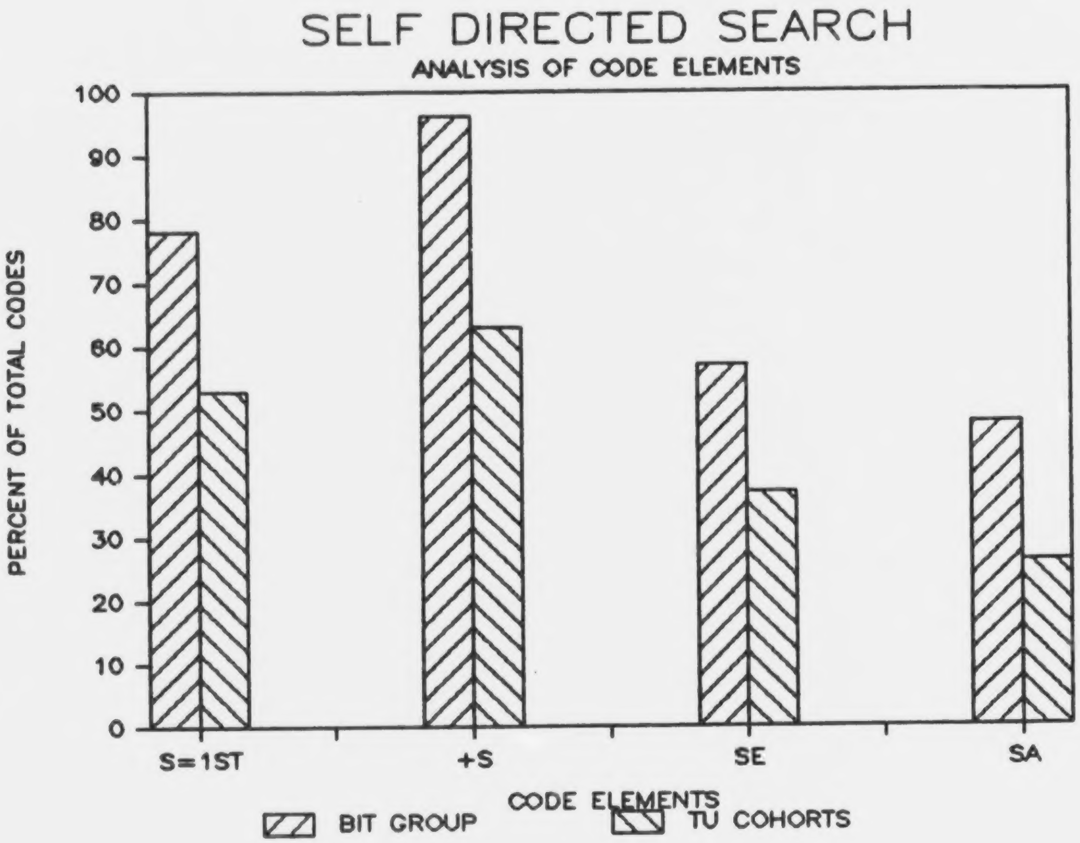
Visual Comparisons of the BIT and TUC Groups by Gender on Subtests of the Survey of Personal Values


SURVEY OF PERSONAL VALUES
MALES/BOTH GROUPS
RAW SCORE
0
2
4
6
8
10
12
14
16
18
20
22
24
P
A
V
D
O
G
SUBTESTS
BIT GROUP
TU COHORTS


SURVEY OF PERSONAL VALUES
FEMALES/BOTH GROUPS
RAW SCORE
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
P
A
V
D
O
G
SUBTESTS
BIT GROUP
TU COHORTS

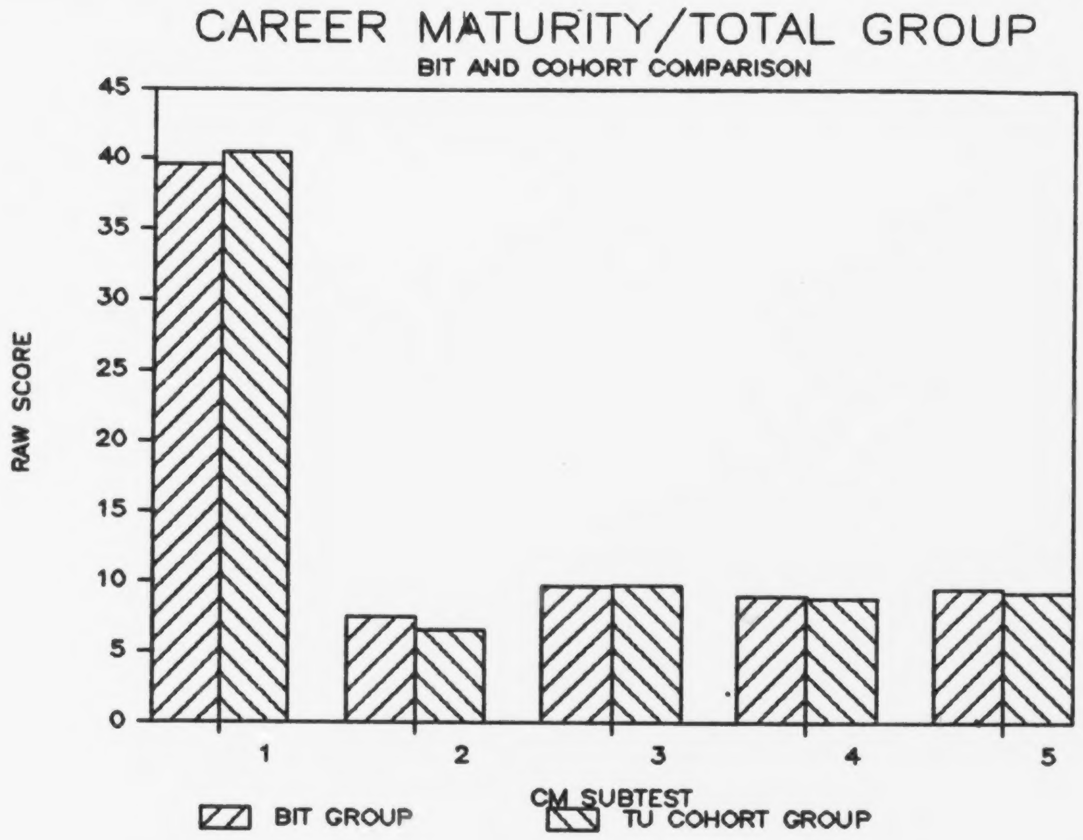
Appendix F:

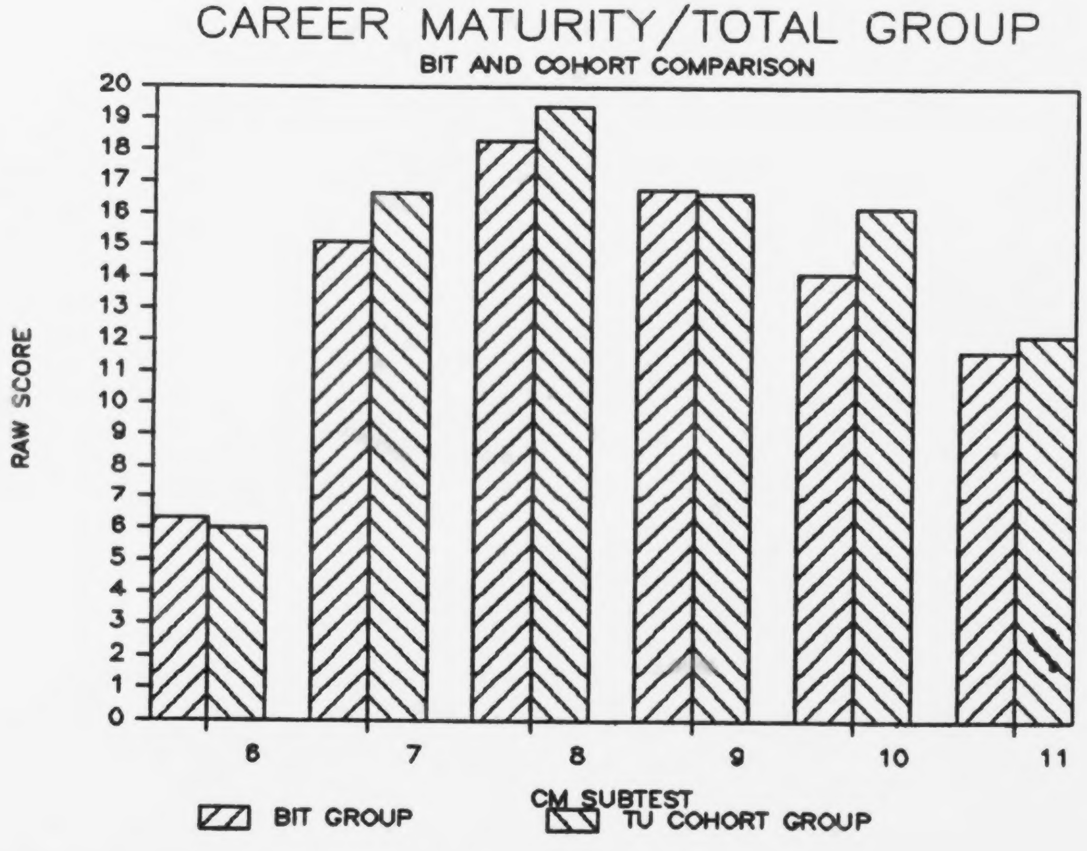
Visual Comparison of Key Elements of Teaching Codes for BIT and TUC Groups on the Self-Directed Search


SELF DIRECTED SEARCH
ANALYSIS OF CODE ELEMENTS
PERCENT OF TOTAL CODES
100
90
80
70
60
50
40
30
20
10
0
S=1ST
+S
SE
SA
CODE ELEMENTS
BIT GROUP
TU COHORTS

Appendix G:

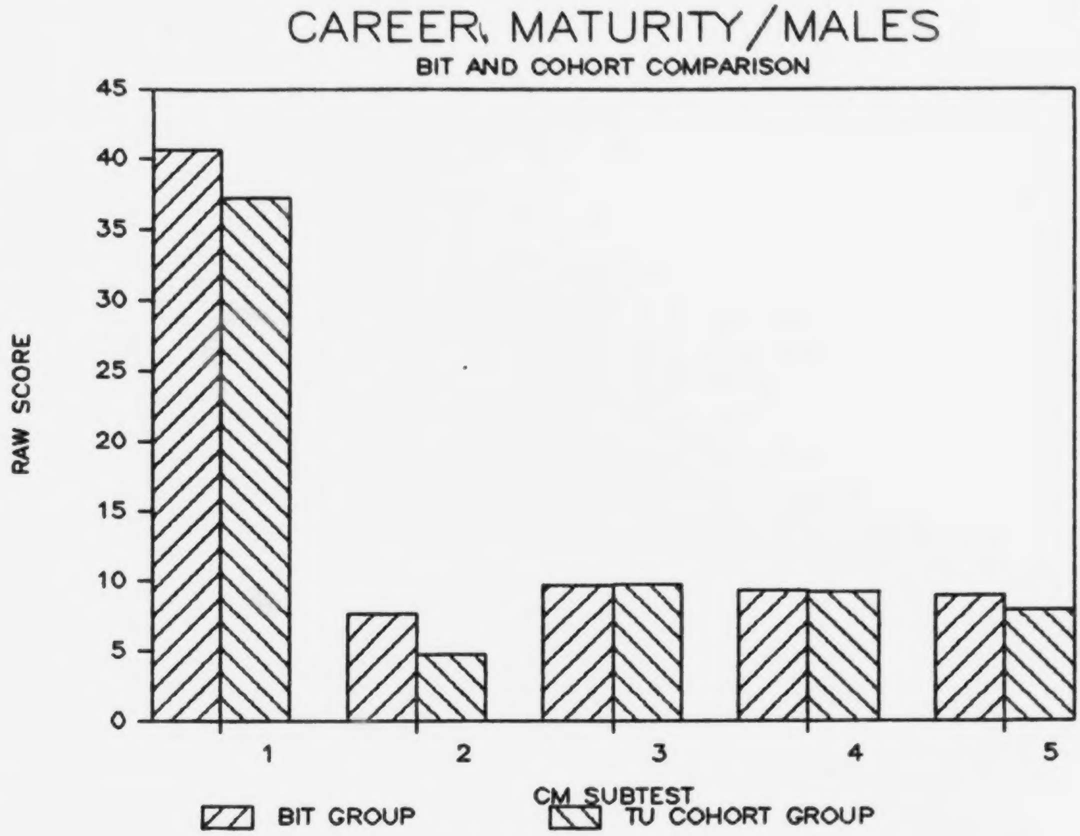
Visual Comparisons of BIT and TUC Groups on Subtests of the Career Maturity Inventory

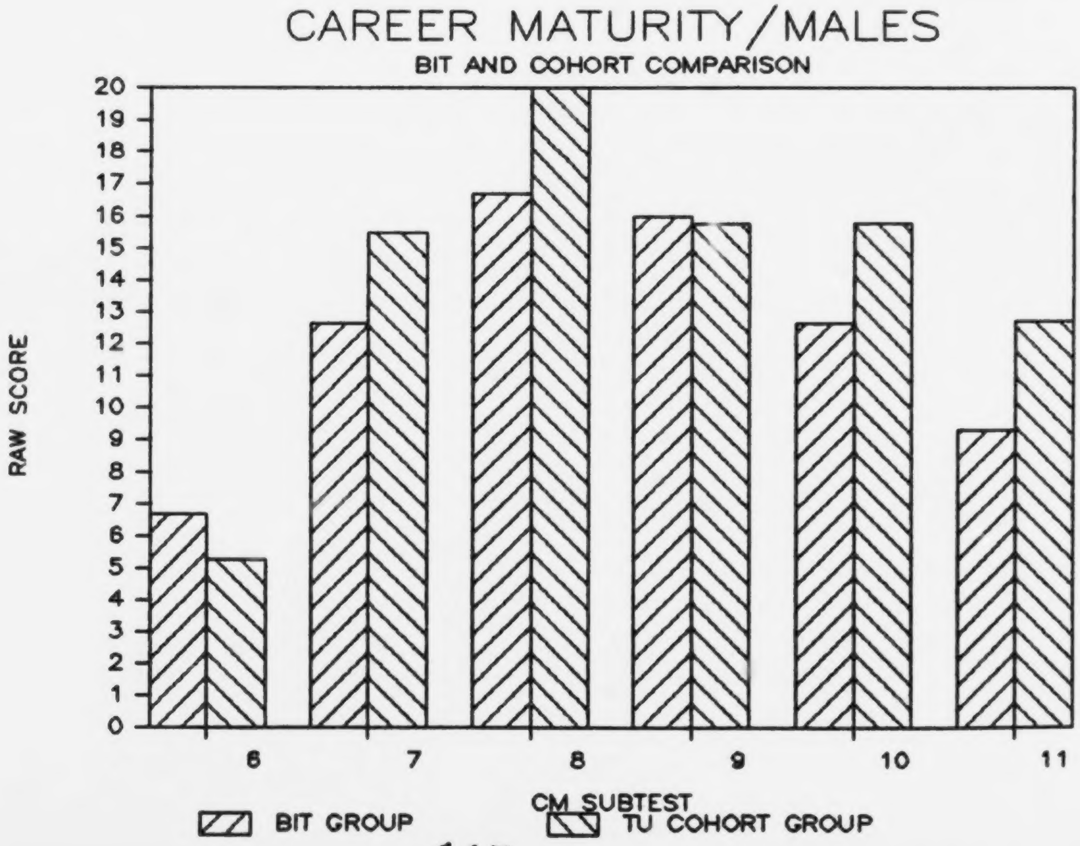

CAREER MATURITY/TOTAL GROUP
BIT AND COHORT COMPARISON
RAW SCORE
45
40
35
30
25
20
15
10
5
0
1
2
3
4
5
CM SUBTEST
BIT GROUP
TU COHORT GROUP


CAREER MATURITY/TOTAL GROUP
BIT AND COHORT COMPARISON
RAW SCORE
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
6
7
8
9
10
11
CM SUBTEST
BIT GROUP
TU COHORT GROUP

Appendix H:

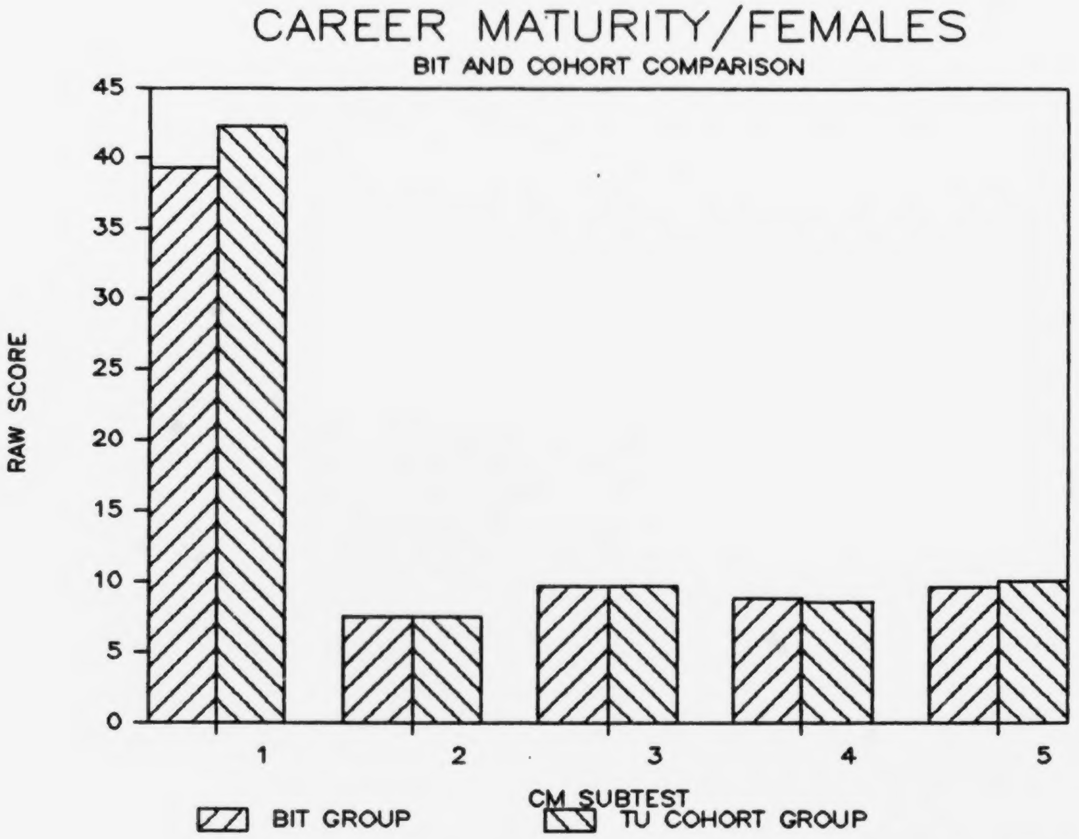
Visual Comparison of BIT and TUC Males on Subtests of the Career Maturity Inventory

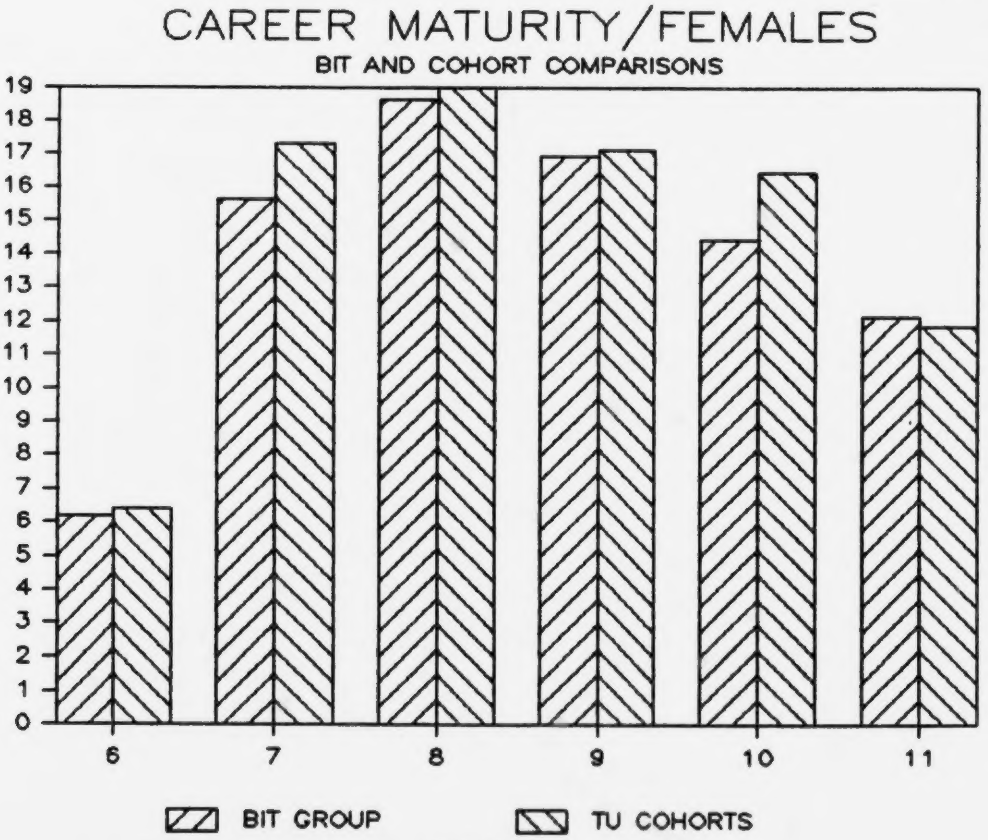

CAREER MATURITY/MALES
BIT AND COHORT COMPARISON
RAW SCORE
45
40
35
30
25
20
15
10
5
0
1
2
3
4
5
CM SUBTEST
BIT GROUP
TU COHORT GROUP


CAREER MATURITY/MALES
BIT AND COHORT COMPARISON
RAW SCORE
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
6
7
8
9
10
11
CM SUBTEST
BIT GROUP
TU COHORT GROUP

Appendix I:

Visual Comparison of BIT and TUC Females on Subtests of the Career Maturity Inventory


CAREER MATURITY/FEMALES
BIT AND COHORT COMPARISON
RAW SCORE
45
40
35
30
25
20
15
10
5
0
1
2
3
4
5
CM SUBTEST
BIT GROUP
TU COHORT GROUP


CAREER MATURITY/FEMALES
BIT AND COHORT COMPARISONS
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
6
7
8
9
10
11
BIT GROUP
TU COHORTS

Appendix J:

Attitude Survey, 1986

Name____________________________

Directions:
Please rate the following statements in terms of how much you agree or disagree. Consider the Trinity Teacher Education program and the students now enrolled in the program to answer. Circle the number on the answer sheet, using the guide below.

SD= Strongly Disagree	D= Disagree	NO= No opinion	A= Agree	SA = Strongly Agree
1	2	3	4	5

1. The Teacher Education (TE) program has had a positive effect on my life.

2. Dr. Moore has provided good leadership for the TE program.

3. I will be better prepared to teach than graduates from other teacher training programs.

4. Membership in the TE program is worth the amount of time and effort required.

5. I grow more committed to teaching every semester.

6. Teaching is one of the most important professions.

7. The TE students as a group are more capable than most teachers in the profession today.

8. I am satisfied with the TE program.

9. I have found many Trinity professors who serve as excellent teacher role models.

10. The TE program has given me an extra good start in my career as a teacher.

11. I view teaching as a lifetime career.

12. The TE students as a group will be activists for improving education in Bexar County.

13. The TE program has helped me to develop more self-confidence than I would have experienced as a regular Trinity student.

14. I am satisfied with the other students in the TE program.

15. The TE program has fostered important personal relationships.

Name_______________________

16. I've spent an unreasonable amount of energy and time on the TE program requirements.

17. The TE program facilitates understanding of myself, teaching, and the San Antonio community.

18. The only reason I chose teaching is because of the convenience factors (hours, vacations, etc.).

19. Many of the TE students will achieve special recognition or leadership positions at Trinity.

20. Dr. Moore has been helpful to me this year.

21. The TE graduates will make a dramatic positive impact on the teaching profession in Bexar County.

22. I am tired of defending my decision to become a teacher.

23. Trinity University has contributed to my academic and personal growth and development.

24. People in the TE program are attractive as group members.

25. Dr. Moore`s leadership is central to the success of the TE program.

26. Nearly everyone in the TE group has the qualities to be an extraordinary teacher.

27. I am satisfied with Trinity University.

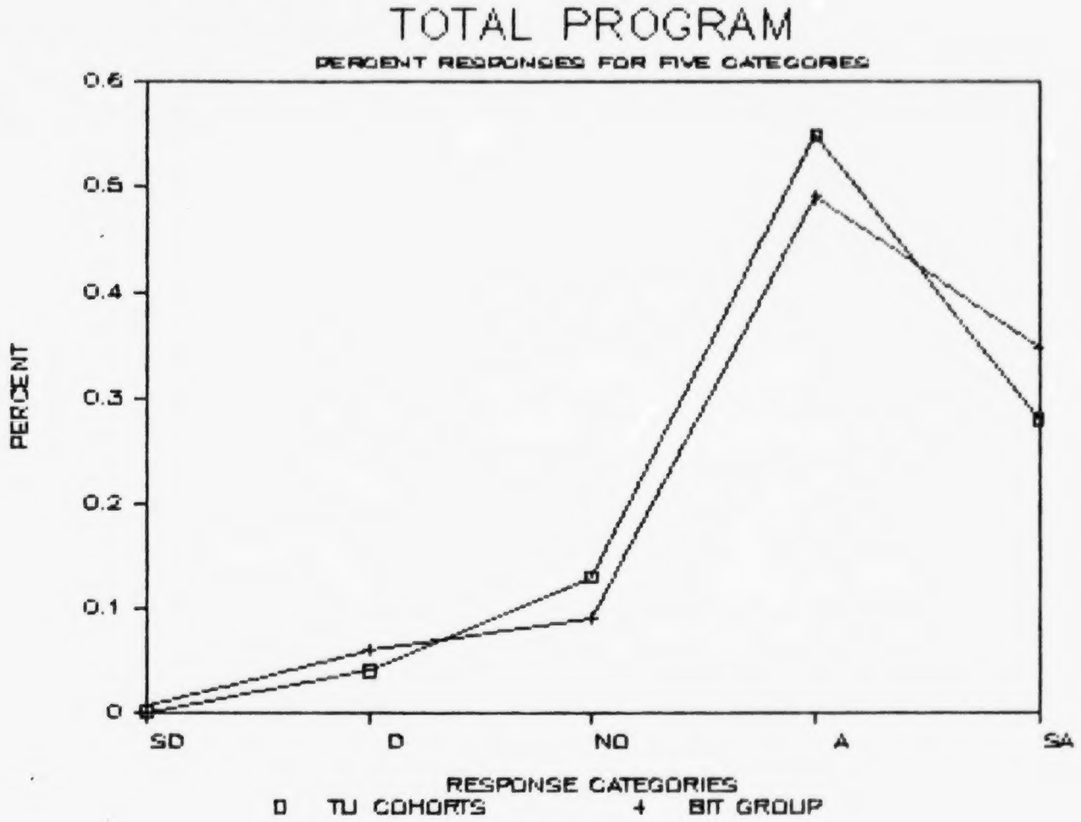
28. I am very enthusiastic about teaching as a career.

29. The TE program is a memorable aspect of my sophomore year at Trinity.

30. There are many annoying aspects to the TE program.

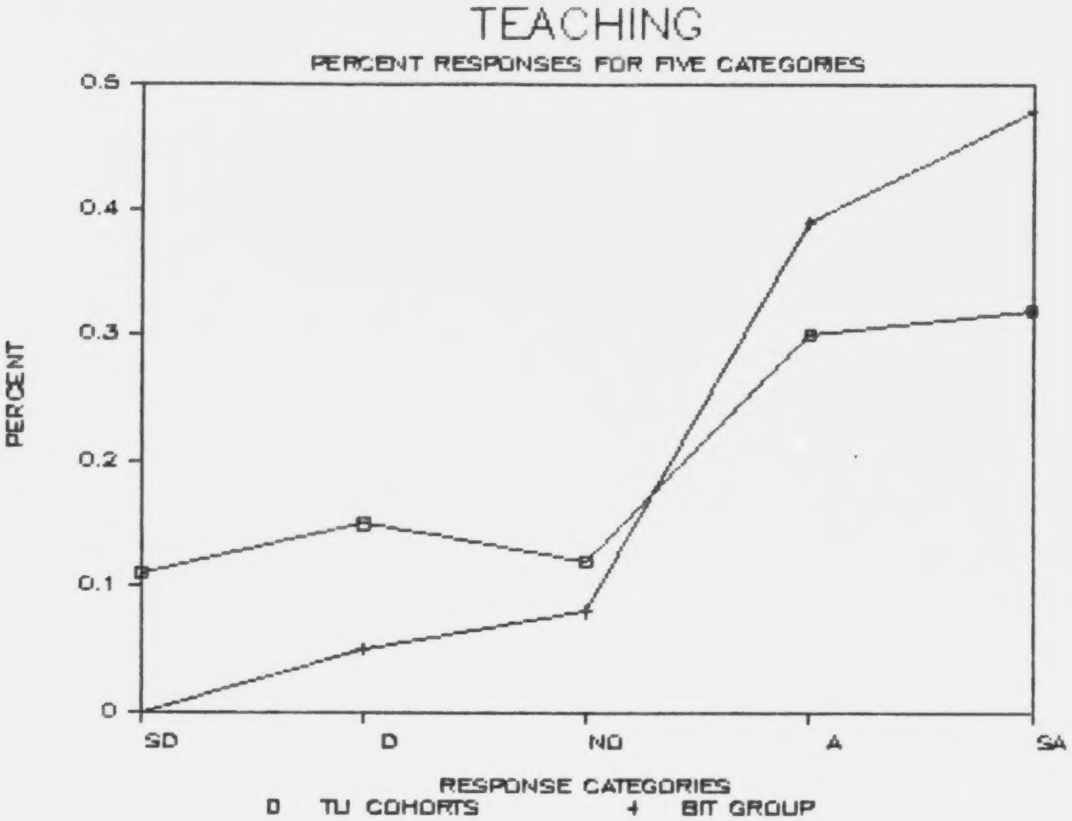
Appendix K:

Graphic Comparison of Frequency of Responses for BIT and TUC Groups on Attitudes toward the Total Educational Program


TOTAL PROGRAM
PERCENT RESPONSES FOR FIVE CATEGORIES
PERCENT
0.6
0.5
0.4
0.3
0.2
0.1
0
SD
D
NO
A
SA
RESPONSE CATEGORIES
□ TU COHORTS
+ BIT GROUP

Appendix L:

Graphic Comparison of Frequency of Responses for BIT and TUC Groups for Attitude Toward Teaching as a Career Choice


TEACHING
PERCENT RESPONSES FOR FIVE CATEGORIES
PERCENT
0.5
0.4
0.3
0.2
0.1
0
SD
D
NO
A
SA
RESPONSE CATEGORIES
□ TU COHORTS
+ BIT GROUP

Appendix M:

Cohort Questionnaire -- Spring, 1986

Questionnaire

Name________________

Directions: Please answer the questions below following the specific directions given for each. Be as honest and complete as possible as your answers are confidential.

1. Describe two of the most pleasing benefits of the Teacher Education program?

1)

2)

2. Describe two of the most annoying features of the Teacher Education program.

1)

2)

3. Rate the degree to which you feel each word or phrase completes the following sentence and describes the Teacher Education program.
(Circle the number)

SD= Strongly Disagree	D= Disagree	NO= No Opinion	A= Agree	SA= Strongly Agree
1	2	3	4	5

The Teacher Education program is:

Significant	1	2	3	4	5
Innovative	1	2	3	4	5
Challenging	1	2	3	4	5
Demanding	1	2	3	4	5
Reasonable	1	2	3	4	5
Attention-getting	1	2	3	4	5
Gratifying	1	2	3	4	5
Unique	1	2	3	4	5

4. How influential are the following individuals in your career choice? (Circle the number)

NI= No Influence	LI= Little Influence	SI= Some Influence	VI= Very Influential
1	2	3	4

Field Experience Teachers	1	2	3	4	5
Peers	1	2	3	4	5
University Faculty	1	2	3	4	5
Dr. Moore	1	2	3	4	5
High School Teacher	1	2	3	4	5
Other (Please specify): ____________	1	2	3	4	5

5. Students list the following features as attractive as they relate to teaching as a career. Rate each feature below in terms of how important each feature is to you personally. (Circle the number)

NI= Not Important	MI= Moderately Unimportant	AI= Average Importance	MI= Moderately Important	VI= Very Important
1	2	3	4	5

Vacations	1	2	3	4	5
Working with people	1	2	3	4	5
Filling a societal need	1	2	3	4	5
Hours	1	2	3	4	5
Salary	1	2	3	4	5
Development of transferable skills	1	2	3	4	5
Opportunity to influence ~~learning~~	1	2	3	4	5
Participate in the reform movement	1	2	3	4	5
opportunity for advancement	1	2	3	4	5

Other (Please list):

6. How does your committment to teaching compare with the other students? (Circle the number)

Less Committed		About the same level of committment		More Committed
1	2	3	4	5

7. How is the teaching profession thought of by other students at Trinity? (Circle the number)

Not well thought of		Neutral Opinions		Very well thought of
1	2	3	4	5

8. What kind of reaction do acquaintances with whom you share your career choice have? (Circle the number)

Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
1	2	3	4	5

9. What do you see yourself doing five years after you graduate from the Trinity Education Program? (Please check all that are applicable)

_____ Raising a family

_____ Married

_____ Moving up the Career Ladder

_____ Attending graduate school in field of education

_____ Continuing my education in another field

_____ Working in a profession other than teaching

_____ Other (please specify):_____________________

10. What are the three careers, other than teaching, that you have thought about since entering Trinity?

1)______________________________

2)______________________________

3)______________________________

11. What other possible college majors have become attractive to you since entering Trinity? (Please list)

1)_________________________

2)_________________________

3)_________________________

12. List your three favorite Trinity University professors. (Can be from any department)

1) ______________________

2) ______________________

3) ______________________

13. What part of the Trinity experience has contributed most to your growth?

14. Rate the degree to which the following items describe you. (Circle the number)

NLM= Not like me		SLM= Somewhat like me		JLM= Just like me
1	2	3	4	5

Popular	1	2	3	4	5
Self-centered	1	2	3	4	5
Intelligent	1	2	3	4	5
Fair	1	2	3	4	5
Committed to teaching	1	2	3	4	5
High Achieving	1	2	3	4	5
Goal oriented	1	2	3	4	5
Ambitious	1	2	3	4	5
Creative	1	2	3	4	5
Patient	1	2	3	4	5
Open minded	1	2	3	4	5
Personable	1	2	3	4	5
Hardworking	1	2	3	4	5
Consistent	1	2	3	4	5
Good communicator	1	2	3	4	5
Outspoken	1	2	3	4	5
Unique	1	2	3	4	5

15. What are the sources of funding for your college expenses?

Source	Amount of Funding (approximate dollars)
______________________	______________________
______________________	______________________
______________________	______________________

16. Is there anything else you would like to share about the Trinity Education program, the students, Trinity, or teaching as a career? Please feel free to comment below. Thank you for your assistance.

Appendix N:

Intern Questionnaire -- Spring, 1986

Questionnaire

Name________________

Directions: Please answer the questions below following the specific directions given for each. Be as honest and complete as possible, as your answers are confidential.

1. Think of the BIT as a group. Who are the interns most and least important to the group (specify three for each category).

Most	Least
________________________	________________________
________________________	________________________
________________________	________________________

2. List the three most popular interns. (Include yourself if appropriate.)

1) ________________________

2) ________________________

3) ________________________

3. Assume that four interns will be teaching in the same school. Who would you like the other three interns to be. Disregard school level. (List the names)

1) ________________________

2) ________________________

3) ________________________

4. Rank order the three interns with whom you spend the most time. (List from most to least time)

1) ________________________ (most time spent)

2) ________________________ (2nd most)

3) ________________________ (3rd most)

5. Please fill in the number of interns from a total of 17 who fit into the following categories.

	#
Number who will finish the BIT program	__________
Number who will teach for five years after graduation	__________
Number who will teach for more than five years after graduation	__________

6. Rate the degree to which the following items describe you. (Circle the number)

NLM= Not like me		SLM= Somewhat like me		JLM= Just like me
1	2	3	4	5

Popular	1	2	3	4	5
Self-centered	1	2	3	4	5
Intelligent	1	2	3	4	5
Fair	1	2	3	4	5
Committed to teaching	1	2	3	4	5
High Achieving	1	2	3	4	5
Goal oriented	1	2	3	4	5
Ambitious	1	2	3	4	5
Creative	1	2	3	4	5
Patient	1	2	3	4	5
Open minded	1	2	3	4	5
Personable	1	2	3	4	5
Hardworking	1	2	3	4	5
Consistent	1	2	3	4	5
Good communicator	1	2	3	4	5
Outspoken	1	2	3	4	5
Unique	1	2	3	4	5

7. How much of an impact on your college life has the BIT program had in comparison with other Trinity groups? (Mark an X on the appropriate line)

	Less Impact	As much Impact	More Impact
Sororities/Fraternitites	______	______	______
Student activities (Mirage, Trinitonian, etc.)	______	______	______
Sports	______	______	______
Clubs (Latin, religious groups, etc.)	______	______	______
Other:__________________	______	______	______

8. Describe two of the most pleasing benefits of the BIT program?

1)

2)

9. Please indicate the number of times this semester for the next three questions.

	# of times
How often have you spoken with the BIT "Mentor", Linda Roan?	__________
How often have you initiated contact with Dr. Moore outside of class?	__________
How many times has Dr. Moore initiated contact with you?	__________

10. How many presentations have you made at conferences since you have been involved in the BIT program?

# of presentations = _________

11. Describe two of the most annoying features of the BIT program.

1)

2)

12. Rate the degree to which you feel each word or phrase completes the following sentence and describes the BIT program. (Circle the number)

SD= Strongly Disagree	D= Disagree	NO= No Opinion	A= Agree	SA= Strongly Agree
1	2	3	4	5

The BIT program is:

Significant	1	2	3	4	5
Innovative	1	2	3	4	5
Challenging	1	2	3	4	5
Demanding	1	2	3	4	5
Reasonable	1	2	3	4	5
Attention-getting	1	2	3	4	5
Gratifying	1	2	3	4	5
Unique	1	2	3	4	5

13. How influential are the following individuals in your career choice? (Circle the number)

NI= No Influence	LI= Little Influence	SI= Some Influence	VI= Very Influential
1	2	3	4

Field Experience Teachers	1	2	3	4	5
Peers	1	2	3	4	5
University Faculty	1	2	3	4	5
Dr. Moore	1	2	3	4	5
Linda Roan	1	2	3	4	5
High School Teacher	1	2	3	4	5
Other (Please specify):					
______________________	1	2	3	4	5

14. Interns listed the following features as attractive as they relate to teaching as a career. Rate each feature below in terms of how important each feature is to you personally. (Circle the number)

NI= Not Important	MI= Moderately Unimportant	AI= Average Importance	MI= Moderately Important	VI= Very Important
1	2	3	4	5

Vacations	1	2	3	4	5
Working with people	1	2	3	4	5
Filling a societal need	1	2	3	4	5
Hours	1	2	3	4	5
Salary	1	2	3	4	5
Development of transferable skills	1	2	3	4	5
Opportunity to influence learning	1	2	3	4	5
Participate in the reform movement	1	2	3	4	5
opportunity for advancement	1	2	3	4	5
Other (Please list):					
________________________________	1	2	3	4	5
________________________________	1	2	3	4	5

15. How does your committment to teaching compare with the other interns? (Circle the number)

Less Committed		About the same level of committment		More Committed
1	2	3	4	5

16. How is the teaching profession thought of by other students at Trinity? (Circle the number)

Not well thought of		Neutral Opinions		Very well thought of
1	2	3	4	5

17. What kind of reaction do acquaintances with whom you share your career choice have? (Circle the number)

Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
1	2	3	4	5

18. What do you see yourself doing five years after you graduate from the Trinity Education Program? (Please check all that are applicable)

_____ Raising a family

_____ Married

_____ Moving up the Career Ladder

_____ Attending graduate school in field of education

_____ Continuing my education in another field

_____ Working in a profession other than teaching

_____ Other (please specify):______________________

____

19. What are the three careers, other than teaching, that you have thought about since entering Trinity?

1) ______________________________

2) ______________________________

3) ______________________________

20. What other possible college majors have become attractive to you since entering Trinity? (Please list)

1) _________________________

2) _________________________

3) _________________________

21. List your three favorite Trinity University professors. (Can be from any department)

1) _______________________

2) _______________________

3) _______________________

22. What part of the Trinity experience has contributed most to your growth?

23. What are the sources of funding for your college expenses in addition to the BIT scholarship?

Source	Amount of Funding (approximate dollars)
__________________	_____________________
__________________	_____________________
__________________	_____________________

24. Is there anything else you would like to share about the BIT program, the interns, Trinity, or teaching as a career? Please feel free to comment below. Thank you for your assistance.

Appendix O:

Example of Selected Videotape Longhand Notes

EXAMPLE OF SELECTED VIDEOTAPE LONGHAND NOTES

(NOTE: Initial parenthetical word indicates topic, three-digit number indicates intern ID code, and parenthetical number following entry indicates tape location.)

-- (comparison) 014 "I don't find us any more talkative, or any more willing to share information [in the SIA class] . . . than the rest of the education majors. . . . This is like a good review [emphasized word] for us. . ." (835)

-- (SIA) class is redundant (308)

-- (year 2) 016 enjoyed "spreading out" from the intern group to work with other ed majors (4333)

-- (misc) 002 says that the more s/he understands the problems of the career and of getting good people into it the more s/he appreciates the role s/he and others are having in the BIT (1150)

-- (next year) 017 "I don't see how we can stay together as a group, really, unless we have some sort of . . . get-together." (1140)

Appendix P:

Example of Selected Videotape Data Categorization (Rough)

EXAMPLE OF SELECTED VIDEOTAPE DATA CATEGORIZATION (ROUGH)

BIT Next Year

1 go our own way (230)

2 told they would be a part of the "Brackenridge Forum" (230-260)

3 no idea what to expect; declaring major will curtail much informal contact; would like to meet monthly to talk (300)

4 how about visiting lectures exclusively for BIT (341)

5 meet and help new groups of special students; travel as a group; teaching needs a "famous" group of new recruits (355)

6 present BIT to local administrators -- they could help in recruiting (373)

7 more divided between el/sec ed, special ed, and academic majors (680?)

8 could have had SA [SIA] class focus on research and the literature: same topics, greater depth (900?)

9 lots of fun next year and we can't wait ; normal classes with all ed majors and a bit of this outside research going on (963)

10 would be nice to meet occasionally but scheduling hard (1120?)

11 "18 hrs. of death." Sec. majors only one ed. class (1137)

12 hears that Moore is talking about a retreat (148?)

13 would be nice to meet with other 'special' groups (1398)

14 informal, social gatherings among interns (BIT) might be nice. One tried a pool party and Moore had an ice cream social but for lots of people (1461)

15 interns in different majors will be less aware of each other -- those in same will get closer; get into own specific work more (that's what you come to school for); kinda sad to lose groupness (1472)

Appendix Q:

Example of Selected Videotape Data Categorization (Refined)

VIDEOTAPE DATA CATEGORIZATION (REFINED)

BIT Program Next Year

-- we'll go our separate ways (230)

-- we'll be more divided between majors (el., sec., spec. ed.) and academic disciplines (680)

-- interns with different majors will be less aware of each other -- those in same majors will become closer; we'll get into our own specific work more (reason for college); kinda sad to lose groupness (1472)

-- "18 hrs. of death"; Sec. majors only one ed. course (1137)

-- lots of fun -- can't wait; normal ed. classes and some of this research (963)

-- no idea what to expect; declaring major will inhibit BIT informal contact; would like to meet monthly to talk (300)

Changes?

-- would be nice to meet occasionally, but scheduling is hard (1120?)

-- informal, social gatherings for BIT interns only might be nice (1461)

-- hears that Moore is talking about a retreat (1148?)

-- would be nice to meet with other special groups (1398)

-- meet/help new special groups; travel as a group (teaching needs a "famous" group of new recruits) (355)

-- present BIT program to local administrators -- they could help recruit (373)

-- have visiting lecturers exclusively for BIT interns (341) told they would be part of the "Brackenridge Forum" (230-260)

-- might have had "Schooling in America" focus on research and literature -- same topics (as seminars), greater depth (900?)

Appendix R:

Selected Examples of Videotape Data -- Final Viewing Comments

SELECTED EXAMPLES OF VIDEOTAPE DATA - FINAL VIEWING COMMENTS

(NOTE: Interns are identified, here, by parenthetical letter code.)

-- (P) the obvious leader

-- complaining about no methods courses and time

-- (J) seems more reflective, certainly soft-spoken, than others

-- (I) makes many "Amen" sorts of reactions to the others

-- (H) mentions (N), (L), and (A) several times

-- . . . seem very comfortable . . . with the situation; no one dominates [elipses indicate deleted material which might suggest which small group is being discussed]

-- (C) remains quite cold throughout

-- nice conversation about Moore and how his presence still "controls" them

Appendix S:

Cohort Interview Protocol -- Spring, 1986

COHORT PROTOCOL YEAR II

Becoming a Teacher:

- When did you make the decision to become a teacher?
- Had you thought about teaching when your were a child?
- Was there one person who particularly influenced your decision to become a teacher?
- What were the reactions of your parents?

Being a Teacher Education Student:

- In what area are you specializing?
- What is the worst thing that anyone could say to you about being a teacher?
- What education courses/labs are have you taken/are you taking? (Students are asked to describe in detail these experiences including field experiences, assignements, and professors)
- How do these education courses compare to other college courses you have taken?
- In what ways, if any, are you different from other teacher education students?

Brackenridge Program

- As you know, some critics of teacher education programs argue that the problem is there are not enough "quality" students entering the profession. What do you thing about that?
- One strategy for addressing with this problem has been the development of the Brackenridge Internship in Teaching Program. What, if anything, do you know about it?
- Are you acquainted with any of the Brackenridge Interns? If so: What differences, if any, do you see between them and non-interns, including yourself?
  - : Imagine that those interns who are in your education class were not there. What difference, if any, would that make?
- Do you know any of the Interns personally?
  If cohort is a friend of one or more of the interns probe for other insights.
- What are your impressions of the Brackenridge Interns as a group?
- In what ways do you think the Brakenridge Interns will be different as they proceed through the teacher education program?
- In what ways do you think the Brakenridge Interns will be different as they enter the profession? What difference do you think they will make in the teaching profession?

General:

--What were some memorable activities that you had this year as a Trinity student?

__ What are some things which you are looking forward to during the next school year?

-- Is there anything that you would like to say about education or related areas which you have not had the opportunity to say?

Appendix T:

TOPO Procedural Outline

Teacher Orientation and Program Orientation: TOPO

Area 1: COMMITMENT TO TEACHING (digits 1 and 2)

Q#1. Does this person have a long term commitment to teaching (more than five years)?

A. Quantitative Data Sources

Step

1 1. Attitude Survey/Teaching: Is the raw score above or below the mean?

2 **Development of hypothesis:** This student (HAS, DOES NOT HAVE) a long term commitment to teaching.

Decision Rule: If the raw score is in the upper quartile and not an outlier (noticeably above or below the mean), then choose HAS to complete the hypothesis, otherwise choose DOES NOT HAVE.

3 2. SDS/Classification Code: Does the code match a teaching code? Is there an S, A, and/or E in the code?

4 3. Questionnaire/Rating of Commitment to Teaching (Question #6): Is Commitment rated as above or below average?

5 4. Questionnaire/Five Year Committment (Question #18): Does this person plan to be teaching five years from now? Remain in the field of education?

B. Quantitative Data Sources

6 1. Audio Taped Interview/Transcripts: What does the person say about committment to teaching and future career plans in the following content categories?

Last year versus this year (A)
Commitment (Y)
Practicum (X)
Type of Teacher (V)
BIT and TU Cohort Comparison (R)

7 2. Video Taped Group Interviews/Notes: What attitudes are reflected related to commitment to teaching?

8 3. Journals/Entries: What attitudes are reflected in journal entries?

9 **Hypothesis accepted or rejected?**

Decision Rule: If the quantitative and qualitative data support the original hypothesis (Q#1), then accept, otherwise, choose the alternate hypothesis. This is the conclusion to Q#1.

10 Enter Rating for Digit 1:

Based on the final conclusion for Q#1, choose one of the following evaluative statements and use the corresponding rating for digit 1 of the summary code.

Statement	Code
The person DOES NOT HAVE a long term commitment to teaching.	1
The person HAS a long term commitment to teaching.	2

e.g.,

↓

1			

Q#2. To the extent to which this student is committed to teaching, is s/he motivated primarily for personal reasons?

A. Quantitative Data Sources

11 1. Questionnaire/Reason for Choosing Teaching (Question #14): Are two or more of the items hours, vacations, salary, opportunity for advancement rated at least a 4 or 5?

12 Development of Hypothesis: This person (IS, IS NOT) motivated primarily for personal reasons.

Decision Rule: If the answer to Q#2 A.1. is yes, then complete the hypothesis with IS. If the answer to Q#2 A.1. is no, then complete the hypothesis with IS NOT.

B. Qualitative Data Sources

13 1. Audio Taped Interview/Transcripts: What attitudes related to motivation for choosing teaching as a career are reflected in the categories listed under Q#1 B.1.?

14 2. Video Taped Group Interview/Notes: What attitudes are reflected related to the person's reasons for choosing teaching as a career?

15 3. Journals/Entries: what does the student reveal about sources of motivation for choosing teaching as a career?

16 Hypothesis accepted or rejected?

Decision Rule: If the quantitative and qualitative data support the original hypothesis (Q#2), then accept, otherwise, choose the alternate hypothesis. This is the conclusion for Q#2.

Q#3. To the extent to which this person is committed to teaching, is s/he motivated for professional reasons?

A. Quantitative Data Sources

17 1. Questionnaire/Reasons for Choosing Teaching (Question #14): Are two of the four items, working with people, filling a societal need, opportunity to influence learning, participate in the reform movement, rated at least a 4 or 5?

18 **Development of Hypothesis:** This person (IS, IS NOT) motivated primarily for professional reasons.

Decision Rule: If the answer to Q#3 A.1. is yes, then complete the hypothesis with IS. If the answer to Q#3 A.1. is no, then complete the hypothesis with IS NOT.

B. Qualitative Data Sources

19 1. Audio Taped Interview/Transcript: What attitudes related to motivation for choosing teaching teaching as a career are reflected in the content categories listed in Q#1 B.1.?

20 2. Video Taped Group Interviews/Notes: What attitudes are reflected related to the person's reasons for choosing teaching as a career?

21 3. Journals/Entries: What does the person reveal about sources of motivation for choosing teaching as a career?

22 **Hypothesis accepted or rejected?**

Decision Rule: If the quantitative and qualitative data support the original hypothesis (Q#3), then accept, otherwise choose the alternate hypothesis. This is the conclusion for Q#3.

23 Enter Rating for Digit 2:

Chose the evaluative statement that is reflective of the conclusions to Q#2 and Q#3. Insert the corresponding rating into the digit 2 slot of the summary code.

Statement	Code
The person is motivated to teach primarily for personal reasons.	1
This person is motivated to teach primarily for professional reasons.	2
This person is equally motivated to teach for personal and professional reasons.	3

↓

e.g.

1	2		

Area 2: COMMITMENT TO THE PROGRAM

Q#4. Is this person involved and have positive feelings about the BIT program?

A. Quantitative Data Sources

24 1. Survey/Program Evaluation: Is the raw score in the upper quartile and around the mean group score?

25 **Development of Hypothesis:** This person (IS, IS NOT) involved and (HAS, DOES NOT HAVE) positive feelings about the BIT program.

Decision Rule: If the raw score is in the upper quartile and is not an outlier (noticeable above or below the mean), then choose IS and HAS to complete the hypothesis, otherwise, choose IS NOT and DOES NOT HAVE.

26 2. Questionnaire/Participation in BIT Presentations (Question #10): Has the individual presented in at least one and possibly more of the presentations to the community and/or professional organizations?

27 3. Questionnaire/Committment to Teaching (Question #6 and Question #15): Is there any consistency between how the individual rated individual elements related to commitment and their own commitment compared with other BIT students?

28 4. Questionnaire/Open Ended Question (Question #24): Did the individual offer any other information that indicates positive, negative, or neutral feelings or amount of involvement related to the BIT program?

29 5. Questionnaire/Contacts with Mentor and Chair (Question #9): Has the individual had below average, average, or above average number of contacts with the BIT Mentor and the Chair of the Department of Education (as compared with the other BIT students)?

B. Qualitative Data Sources

30 1. Audio Taped Interview/Transcripts: What does the person say about their amount of involvement or about the BIT program, positive, negative, or neutral, in the following content categories?

Last year versus this year (A)
Moore (T)
Role as a change agent and recruiter (O)
Elitism (P)
Intern Support (Q)
BIT versus TU Cohort Comparison (R)
Opportunities (S)
Improvements to the Program (M)
Practicum (X)
Commitment (Y)
Group Cohesiveness (Z)

31 2. Video Taped Group Interviews/Notes: What attitudes are reflected indicating positive, negative, or neutral feelings aobut the program or about their level of involvement?

32 3. Journal/Entries: What attitudes are reflected in journal entries indicating positive, negative, or neutral feelings about the program or amount of involvement?

33 **Hypothesis accepted or rejected?**

Decision Rule: If the quantitative and qualitative data support the original hypothesis (Q#4), then accept, otherwise, choose the alternate hypothesis. This is the conclusion to Q#4.

34 **Enter Rating for Digit 3:**

Based on the final conclusion for Q#4, choose one of the following evaluative statements and use the corresponding rating for digit 3 of the summary code.

Statement	Code
The person is not involved and does not have positive feelings about the BIT program.	1

The person is involved and has positive feelings about the BIT program. ↓ 2

e.g.

1	2	2	

Q#5. To the extent to which the person in involved, is s/he motivated primarily for personal reasons?

A. Quantitative Data Sources

35 1. Questionnaire/Description of the BIT Program (Question #12): Are two out of the three items, reasonable, attention getting, and gratifying rated at least a 4 or 5?

36 **Development of Hypothesis:** This person (IS, IS NOT) motivated for personal reasons.

Decision Rule: If the answer to the question in Q#5 A.1. yes, then complete the hypothesis with IS. If the answer in no, then complete the hypothesis with IS NOT.

B. Qualitative Data Sources

37 1. Questionnaire/Benefits of the Program (Question #8): Does the person list at least one response that is a personal benefit of the program?

38 **Hypothesis accepted or rejected?**

Decision Rule: If the answer to Q#5 A.2. is yes, then accept the original hypothesis, otherwise, choose the alternate hypothesis. This is the conclusion to Q#5.

Q#6. To the extent to which the individual is involved, is s/he motivated primarily for professional reasons?

A. Quantitative Data Sources

39 1. Questionnaire/Description of the BIT Program (Question #12): Are two or more of the items, significant, challenging, innovative, demanding, rated at least a 4 or a 5?

40 **Development of Hypothesis:** This person (IS, IS NOT) motivated primarily for professional reasons.

Decision Rule: If the answer to Q#6 A.1. is yes, then complete the hypothesis with IS. If the answer is no, complete the hypothesis with IS NOT.

B. Quantitative Data Source

41 1. Questionnaire/Description of BIT Program (Question #8): Does the person list at least one response that is a professional benefit of the program?

42 **Hypothesis accepted or rejected?**

Decision Rule: If the quantitative and qualitative data support the original hypothesis (Q#6), then accept, otherwise, choose the alternate hypothesis. This is the conclusion to Q#5.

43 **Enter Rating for Digit 4:**

Based on the final conclusions for Q#4 and Q#5,, choose one of the following evaluative statements and use the corresponding rating for digit 4 of the summary code.

Statement	Code
The person's involvement in and positive feelings about the BIT program are motivated primarily by personal reasons.	1
The person's involvement in and positive feelings about the BIT program are motivated primarily by professional reasons.	2
Thie person's involvement in and positive feelings about the BIT program are equally motivated by personal and professional reasons.	3

e.g.

			↓
1	2	2	3

TABLES

Table 1:

Descriptive Statistics for the TUC Group on the Survey of Interpersonal Values

GROUP	SUBGROUP	SUPPORT	CONFORMITY	RECOGNITION	INDEPENDENCE	BENEVOLENCE	LEADERSHIP
TUC							
	TOTAL (N=11) X RAW SCORE	19.18	7.82	13	13.27	21	15.73
	S.D.	5.23	3.37	5.62	8.51	4.1	5.57
	MALE (N=4)	19.5	8	13.5	9	24.25	15.75
	S.D.	4.8	5.35	3.7	8.4	3.5	8.4
	PERCENTILE*	73	28	58	8	91	44
	FEMALE (N=7) X RAW SCORE	19	7.71	12.71	15.71	19.14	15.71
	S.D.	5.83	2.14	6.75	8.32	3.39	6.37
	PERCENTILE	53	15	56	49	49	74
HIGH SCHOOL TEACHERS							
	MALE (N=58) X RAW SCORE	14.8	13.6	11.8	16.5	17.2	16.2
TEACHERS	FEMALE (N=78)	16.9	15	10.1	16	20.1	11.8

*Based on a sample of college males and females.

Table 2:

Rank Order Comparisons of the TUC and BIT Groups on Subtests of the Survey of Interpersonal Values

INTERPERSONAL VALUE	TOTAL BIT GROUP RAW SCORE	INTERPERSONAL VALUE	TOTAL TUC GROUP RAW SCORE
BENEVOLENCE	21.88	BENEVOLENCE	21
INDEPENDENCE	15.88	SUPPORT	19.18
SUPPORT	14.29	LEADERSHIP	15.73
LEADERSHIP	14.18	INDEPENDENCE	13.27
CONFORMITY	13.18	RECOGNITION	13
RECOGNITION	10.88	CONFORMITY	7.82

INTERPERSONAL VALUE	BIT MALES RAW SCORE	INTERPERSONAL VALUE	TUC MALES RAW SCORE
BENEVOLENCE	27	BENEVOLENCE	21
INDEPENDENCE	19.33	SUPPORT	19.5
CONFORMITY	15	LEADERSHIP	15.75
LEADERSHIP	11.33	RECOGNITION	13.5
SUPPORT	10.33	INDEPENDENCE	9
RECOGNITION	9.33	CONFORMITY	8

INTERPERSONAL VALUE	BIT FEMALES RAW SCORE	INTERPERSONAL VALUE	TUC FEMALES RAW SCORE
BENEVOLENCE	20.79	BENEVOLENCE	19.14
INDEPENDENCE	15.14	SUPPORT	19
SUPPORT	15.14	LEADERSHIP	15.71
LEADERSHIP	14.79	INDEPENDENCE	15.71
CONFORMITY	12.71	RECOGNITION	12.71
RECOGNITION	11.21	CONFORMITY	7.71

Table 3:

Descriptive Statistics for the TUC Group on the Survey of Personal Values

GROUP	SUBGROUP	PRACTICAL MINDEDNESS	ACHIEVEMENT	VARIETY	DECISIVENES	ORDERLINESS	GOAL ORIENTATION
TUC							
	TOTAL (N=11) X RAW SCORE	10.46	19.46	12.82	16.18	12.18	18.91
	S.D.	5.9	6.2	6.29	5.08	5.49	9.57
	MALE (N=4)	8.75	17	15	17.5	11	20.75
	S.D.	1.7	7.7	4.3	7.14	6.3	4.11
	PERCENTILE*	26	48	37	68	38	71
	FEMALE (N=7) X RAW SCORE	11.43	20.86	11.57	15.43	12.86	17.86
	S.D.	7.37	5.27	7.19	3.95	5.34	4.78
	PERCENTILE	48	83	38	52	26	51
HIGH SCHOOL TEACHERS							
	MALE (N=16) X RAW SCORE	11.3	16.1	17.6	15.6	11.2	18
TEACHERS	FEMALE (N=34)	11.3	14.6	17.4	14.9	13.8	17.7

---

*Based on a sample of college males and females.

Table 4:

Rank Order Comparisons of BIT and TUC Groups on Subtests of the Survey of Personal Values

PERSONAL VALUE	TOTAL BIT GROUP RAW SCORE	PERSONAL VALUE	TOTAL TUC GROUP RAW SCORE
GOAL ORIENTATION	20.82	ACHIEVEMENT	19.46
ACHIEVEMENT	18.47	GOAL ORIENTATION	18.91
DECISIVENESS	15.65	DECISIVENESS	16.18
ORDERLINESS	14.18	VARIETY	12.82
PRACTICAL MIND	11.8	ORDERLINESS	12.18
VARIETY	8.24	PRACTICAL MIND	10.46

PERSONAL VALUE	BIT MALES RAW SCORE	PERSONAL VALUE	TUC MALES RAW SCORE
GOAL ORIENTATION	22.33	GOAL ORIENTATION	20.75
ACHIEVEMENT	21.67	DECISIVENESS	17.5
DECISIVENESS	19	ACHIEVEMENT	17
PRACTICAL MIND	14.33	VARIETY	15
ORDERLINESS	10.67	ORDERLINESS	11
VARIETY	2	PRACTICAL MIND	8.75

PERSONAL VALUE	BIT FEMALES RAW SCORE	PERSONAL VALUE	TUC FEMALES RAW SCORE
GOAL ORIENTATION	20.5	ACHIEVEMENT	20.86
ACHIEVEMENT	17.79	GOAL ORIENTATION	17.86
DECISIVENESS	14.93	DECISIVENESS	15.43
ORDERLINESS	14.93	ORDERLINESS	12.86
PRACTICAL MIND	11.36	VARIETY	11.57
VARIETY	9.57	PRACTICAL MIND	11.43

Table 5:

Frequency of Teaching Codes for BIT and TUC Groups on the Self-Directed Search

GROUP	TEACHING CODES	SEC	SER	SAE	SAI	TOTAL	PERCENT
BIT (N=23)							
	SAME	1	0	2	2	5	22
	COMBINATION	1	0	4	3	8	35
						TOTAL = 57%	
TU COHORT (N=19)							
	SAME	0	0	2	0	2	11
	COMBINATION	0	1	1	1	3	16
						TOTAL = 27%	

N is based on the total number of three-letter codes generated by the groups.

Some subjects generated more than one three-letter code.

Table 6:

Mean Scores and Percentile Rankings for BIT and TUC Groups on Subtests of the Career Maturity Inventory Attitude Scale

GROUP	SUBGROUP	ATTITUDE	DECISION MAKING	INVOLVEMENT	INDEPENDENCE	ORIENTATION	COMPROMISE
BIT							
	TOTAL (N=17)	39.59	7.53	9.65	8.94	9.47	6.3
	PERCENTILE	84	82	82	38	84	50
	N < 25%	0	0	2	5	0	0
	MALE (N=3)	40.67	7.67	9.67	9.33	9	6.67
	PERCENTILE	90	82	82	38	54	82
	N < 25%	0	0	0	1	0	0
	FEMALE (N=14)	39.36	7.5	9.64	8.86	9.57	6.21
	PERCENTILE	76	82	82	38	84	50
	N < 25%	0	0	2	4	0	0
TUC							
	TOTAL (N=11)	40.46	6.55	9.73	8.82	9.27	6
	PERCENTILE	90	66	82	38	54	50
	N < 25%	1	2	0	3	1	1
	MALE (N=4)	37.25	4.75	9.75	9.25	8	5.25
	PERCENTILE	62	34	82	38	34	27
	N < 25%	1	2	0	1	1	1
	FEMALE (N=7)	42.29	7.57	9.71	8.57	10	6.43
	PERCENTILE	93	82	82	38	84	50
	N < 25%	0	0	0	2	0	0

Table 7:

Mean Scores and Percentile Rankings for BIT and TUC Groups on Subtests of the Career Maturity Inventory Competence Scale

GROUP	SUBGROUP	SELF APPRAISAL	KNOWLEDGE OF JOBS	GOAL ORIENTATION	PLANNING	PROBLEM SOLVING
BIT						
	TOTAL (N=17)	15.12	18.29	16.77	14.12	11.65
	PERCENTILE	62	66	86	46	58
	N < 25%	0	0	0	0	0
	MALE (N=3)	12.67	16.67	16	12.67	9.33
	PERCENTILE	38	50	76	38	27
	N < 25%	0	0	0	0	0
	FEMALE (N=14)	15.64	18.64	16.93	14.43	12.14
	PERCENTILE	73	82	86	46	58
TUC						
	TOTAL (N=11)	16.64	19.36	16.64	16.18	12.18
	PERCENTILE	84	82	86	69	58
	MALE (N=4)	15.5	20	15.75	15.75	12.75
	PERCENTILE	73	95	76	69	69
	FEMALE (N=7)	17.29	19	17.14	16.43	11.86
	PERCENTILE	84	82	86	69	58

Table 8:

Frequency and Proportions for Responses for BIT Group on Attitude Survey

BIT

AREA	SD	D	NO	A	SA	TOTAL
TRAINING PROGRAM						
NUMBER	1	11	15	91	74	192
PERCENT	0.005	0.06	0.08	0.47	0.39	0.62
STAFF						
NUMBER	0	1	0	10	21	32
PERCENT	0	0.03	0	0.31	0.66	0.6
PEERS						
NUMBER	1	11	20	61	19	112
PERCENT	0.01	0.1	0.18	0.55	0.17	0.61
SCHOOL						
NUMBER	0	0	0	26	22	48
PERCENT	0	0	0	0.54	0.46	0.6
TEACHING						
NUMBER	0	5	8	37	46	96
PERCENT	0	0.05	0.08	0.39	0.48	0.6
TOTAL PROGRAM						
NUMBER	2	23	35	188	136	384
PERCENT	0.005	0.06	0.09	0.49	0.35	0.6
TOTAL SURVEY						
NUMBER	2	28	43	225	182	480
PERCENT	0.004	0.06	0.09	0.47	0.38	0.59

Table 9:

Frequency and Proportions for Responses for TUC Group on Attitude Survey

AREA	SD	D	NO	A	SA	TOTAL
TRAINING PROGRAM						
NUMBER	0	0	10	74	36	120
PERCENT	0	0	0.08	0.62	0.3	0.39
STAFF						
NUMBER	0	1	1	9	11	22
PERCENT	0	0.05	0.05	0.41	0.5	0.41
PEERS						
NUMBER	0	3	13	40	15	71
PERCENT	0	0.04	0.18	0.56	0.21	0.38
SCHOOL						
NUMBER	0	1	3	17	12	33
PERCENT	0	0.03	0.09	0.52	0.36	0.41
TEACHING						
NUMBER	7	10	8	20	21	66
PERCENT	0.11	0.15	0.12	0.3	0.32	0.41
TOTAL PROGRAM						
NUMBER	0	11	33	146	74	264
PERCENT	0	0.04	0.13	0.55	0.28	0.41
TOTAL SURVEY						
NUMBER	7	21	41	166	95	330
PERCENT	0.02	0.06	0.12	0.5	0.29	0.41

Table 10:

TOPO Ratings -- Summer, 1986

TOPO RATINGS -- SUMMER, 1986

Intern Code	T	O	P	O	* Summer, 1985 Identification
Y204	2	3	2	3	Maverick
Y207	2	3	2	3	Traditionalist **
Y211	1	3	1	3	Reservationalist
Y216	1(?)	3	1	3	Convert
Y222	1	1	1	3	Reservationalist
Y229	2	1	1	1	Traditionalist
Y237	1	2	1	1	Traditionalist
Y246	1	3	2	1	Traditionalist
Y256	2	1	1	1	Reservationalist
Y267	2	1	1	1	Traditionalist
Y279	2	3	2	1	Reservationalist
Y292	2	1	2	3	Traditionalist
Y306	2	3	1	3	Maverick
Y321	2	3	2	3	Traditionalist
Y337	2	3	1	3	Reservationalist
Y354	2	2	2(?)	1	Traditionalist **
Y372	2	2	1	1	Reservationalist

* These categorizations were developed and used within the researchers' first year report (see Sears, Moyer, & Marshall, 1986, p. 47).

** For various methodological reasons, these interns were excluded from the Spring 1985 construct. Their positions, here, represent those assigned to them in the Fall of 1984.

Table 11:

Comparison of Commitment to Teaching Across Three Points in the BIT Program

Point in the BIT Program	Explicit Long-Term Commitment	
	Strong/Yes	Weak/No
Fall, 1986 (n=16) (Prior to BIT)	68.8%	31.2%
Spring, 1985 (n=15) (After one Year)	40.0%	60.0%
Spring, 1986 (n=17) (After Two Years)	76.5%	23.5%

FIGURES

Figure 1:

Interns' Ratings of Most/Least Important Group Members and Preferred School Colleagues

Interns' Ratings of
Most/Least Important Group Members &
Preferred School Colleagues

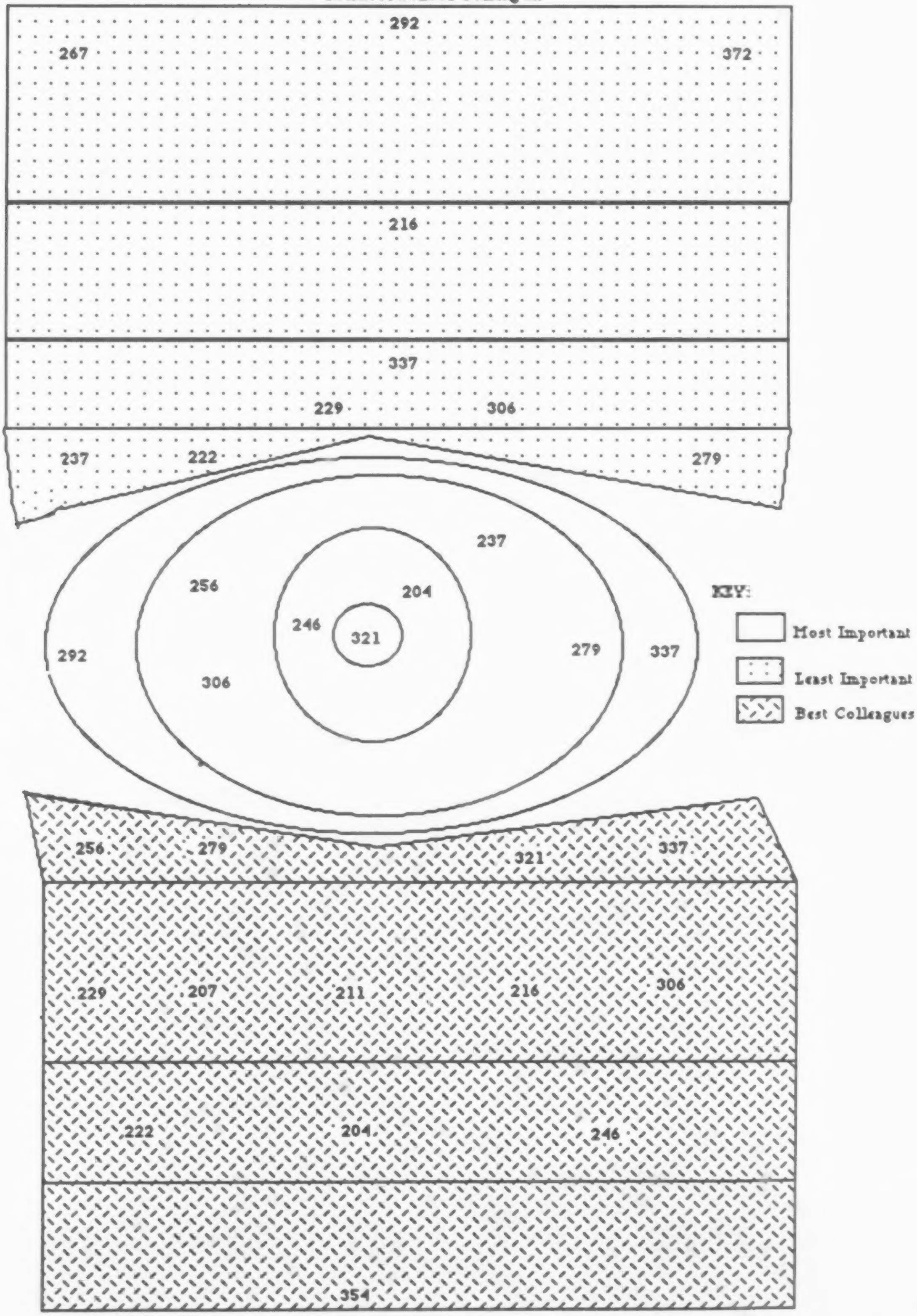

292
267
372
216
337
229
306
237
222
279
237
256
204
246
321
292
279
337
306
KEY:
Most Important
Least Important
Best Colleagues
256
279
321
337
229
207
211
216
306
222
204
246
354

Figure 2:

Personal/Professional Scores of Interns/Cohorts

PERSONAL/PROFESSIONAL SCORES OF INTERNS/COHORTS

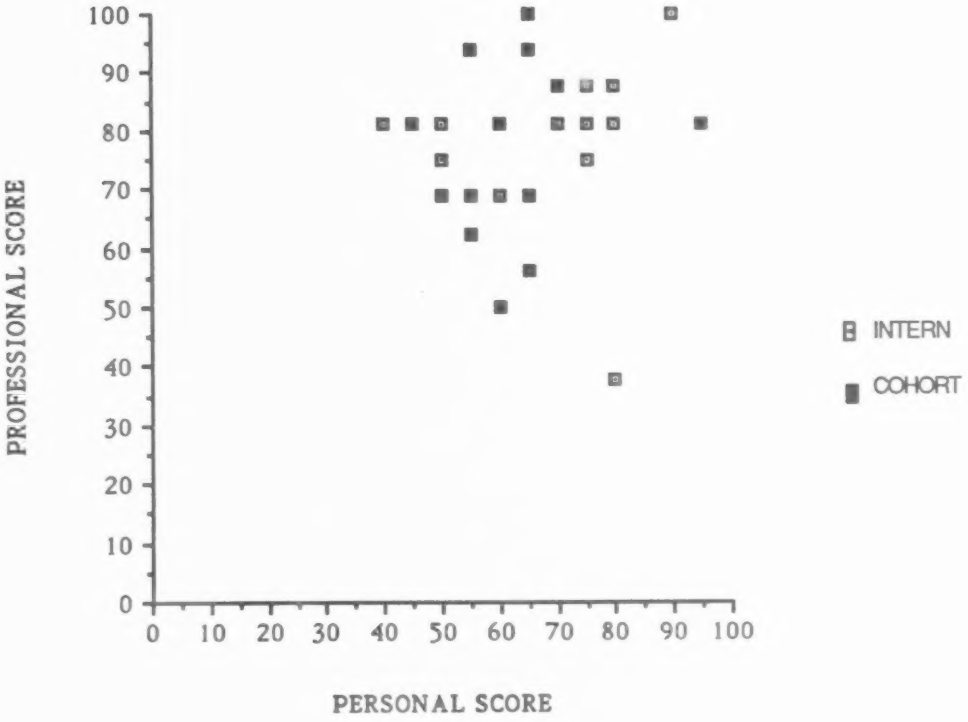


Figure 3:

Post-graduate Activities of Interns/Cohorts

POST-GRADUATE ACTIVITIES OF INTERNS/COHORTS

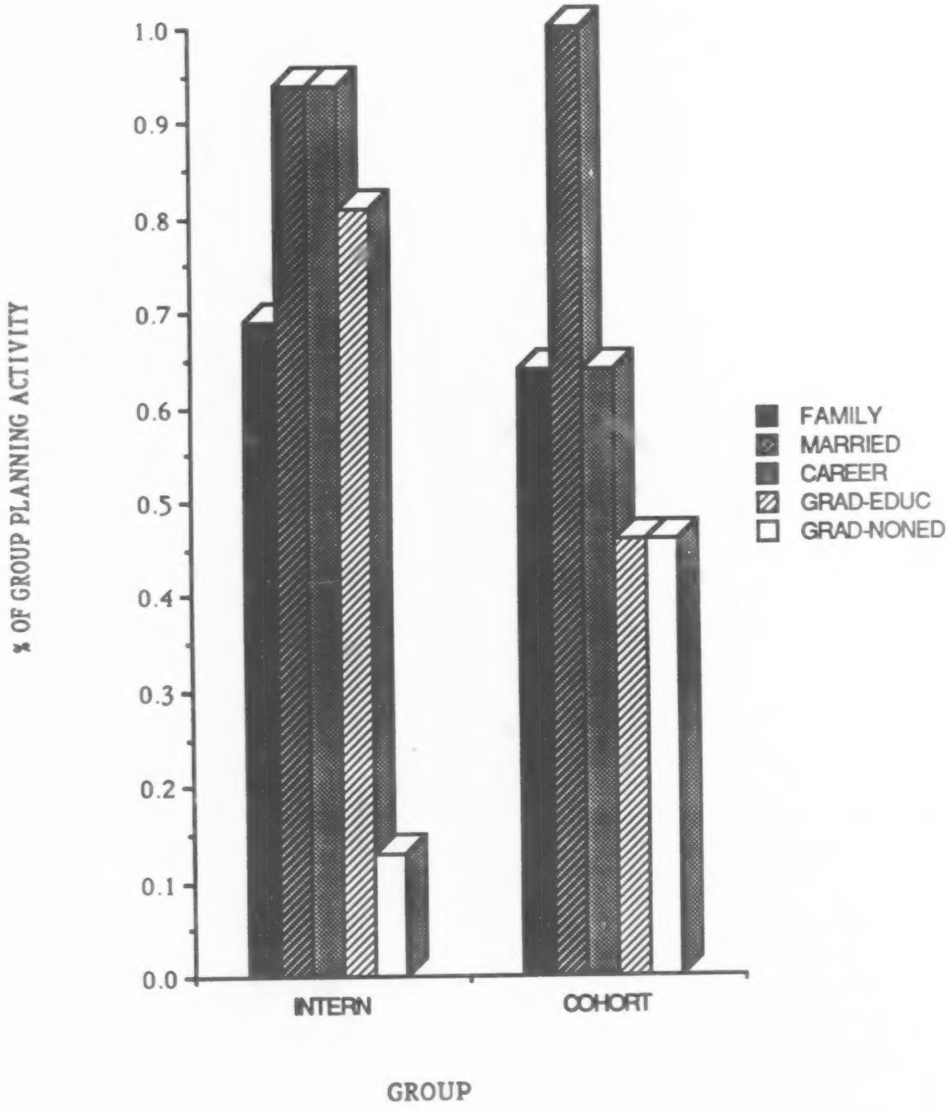


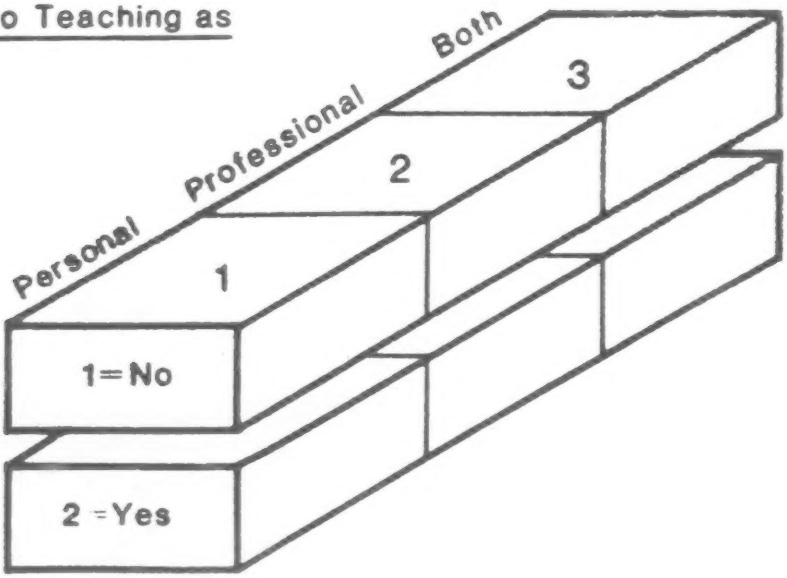
Figure 4:

Teaching Orientation and Program Orientation: TOPO

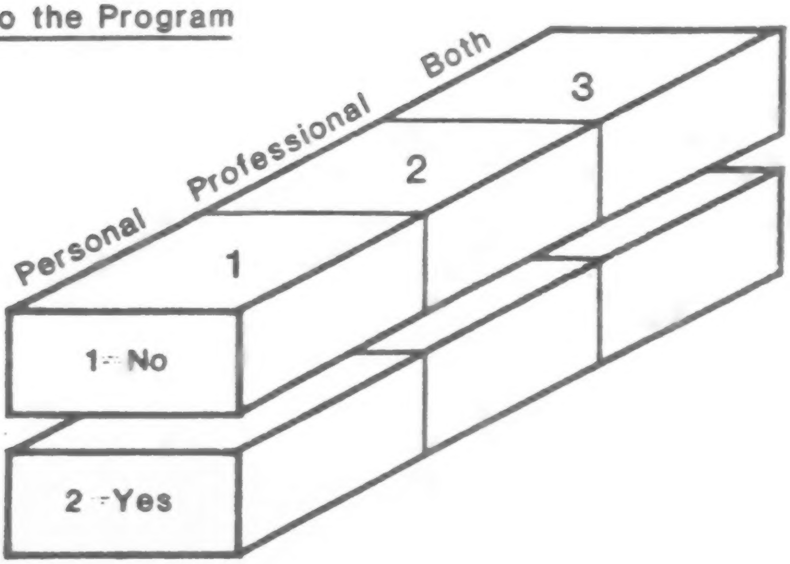
TEACHING ORIENTATION AND PROGRAM ORIENTATION:

TOPO

Commitment to Teaching as a Career


Personal
Professional
Both
1
2
3
1=No
2=Yes

Commitment to the Program


Personal
Professional
Both
1
2
3
1=No
2=Yes